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ABSTRACT

This book, designed as a combined teacher's manual and text, presents 20 lessons in Maniyaka (Mandingo), a language spoken in Liberia. It represents about 300 hours of study and is the equivalent of a first year college language course. Each lesson is divided into three sections: texts, grammar exercises and cultural information, and suggestions for self study. The text section contains both monologues and dialogues with an emphasis on receptive skill development, vocabulary, and cultural information. In the second section grammar explanations are provided and Mandingo usages are compared with English. Drills, illustrations, supplemental vocabulary, and cultural notes are also included. The third section is designed for the learner who is living in a Mandingo speaking area and provides non-classroom type activities and written exercises. A short introduction on how to use the book precedes the lessons. (AMH)

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A Learner Directed Approach to

MÃNIYAKÃ

A HANDBOOK ON COMMUNICATION AND CULTURE
WITH DIALOGS, TEXTS, CULTURAL NOTES,
EXERCISES, DRILLS AND INSTRUCTIONS

by

Sue A. Cutler

with

Abu Varflai Talawoley

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INTRODUCTION

1. How to use this book.

This book is designed as a combined teacher's manual and as such can be used either in a classroom or self-study situation. In addition to the detailed instructions for the learning of the information presented in each lesson, there is an introductory section designed specifically for learners entitled: An Introduction to the Study of the Mande Languages of Liberia. This section contains chapters dealing with the nature of these languages, their history, their special phonetic properties and how to study them as well as a chapter on how to study languages. It is recommended that this introductory section be referred to periodically for inspiration on new ways to use the lesson materials.

2. The goal of the book.

The material presented in this book represents about 300 hours of study and is the equivalent of a first year college language course. This basic text introduces most of the syntactic constructions of Mandingo that learners are likely to encounter in their study of the language. In addition, the text introduces around 1000 vocabulary items representing the most common usage. When properly used, this text should provide learners not only with a Foreign Service Institute speaking proficiency of "2" but a basic knowledge of the language which can be enhanced to higher levels of proficiency by the addition of a larger vocabulary and greater experience.

3. The organization of the lessons.

Each lesson has been divided into three sections (1) texts, (2) grammar exercises and cultural information and (3) suggestions for self study.

3.1 Texts: This section contains both monologues and dialogues. The text section is much larger than is typical for African language textbooks, (but comparable for European language textbooks) representing our emphasis on the importance of the learning of the receptive skills of listening (and reading). In the beginning lessons, detailed instructions have been given explaining how these texts are to be used.

Cultural Information: The monologues serve several purposes, one is to develop receptive skills, another is to increase vocabulary, and a third is to acquire information about the society in which Mandingo is spoken. The texts presented in this book cover a wide range of cultural information from health care and farming to transportation and questions Mandingo people are likely to ask about the western world. In addition to providing cultural information, these monologues and dialogues are also geared toward providing specific FSI level one and two skills. (For more information on FSI skills see the Learner's Introduction to the Mande Languages.

The dialogues are where possible related to the monologue in such a way that the monologue material can be incorporated in the dialogue thus enriching the dialogue many fold.

3.2 Grammar, exercises, and cultural notes: In this section, explanations of both Mandingo linguistic and cultural items are given. The grammatical explanations are technical, but put in terms that an intelligent learner will understand. Where relevant, this Mandingo is compared with English, the learners' native language, to make explicit the nature of the linguistic differences. In this book, most of the major syntactical constructions of Mandingo are introduced. Also in this section specific word usages appear which are likely to be problematic for learners with an English language background. The grammatical explanations are followed by a set of drills designed to familiarize the learner with the grammatical concept. In an effort to make the exercises more meaningful, a large number of picture blocks have been included.

Supplemental Vocabulary: The later lessons also contain related vocabulary lists. These lists consist of a set of words which pertain to a specific theme such as occupations, mental acts, feelings, occupations, adjectives, time, etc.

Cultural Notes: As mentioned above, a great deal of cultural information has been included in the monologues (text section). In addition to this information, explanatory notes are offered which pertain to the texts or other aspects of Mandingo culture which were not dealt with directly in the text.

3.3 Suggestions for self-study: This section is specifically designed for the learner who is actually living in a Mandingo speaking area. It contains instructions and suggestions for how the learner can carry the learning situation out of the classroom and into the community. In addition, other non-classroom type activities, homework, written exercises and vocabulary development have been provided.

4. Supplemental Materials

An experienced language teacher is rarely satisfied with any language textbook, even if he/she happened to author it. Usually a teacher will augment a primary text with supplemental material drawn from other textbooks depending on the personal preferences of the teacher and learner needs.

This being true, it is clear that the learner ought to be aware of other material that is available for the study of Mandingo. Unfortunately other materials are extremely limited. There is a book published in Guinea in French but the title was not known to my tutors.

5. Dialects.

Mandingo has several dialects, the names of which apparently corresponds to the names of areas in Guinea. This book was written using kɔnyakan, the variety noted by the Mandingo people interviewed as being a prestige dialect. Therefore, learners using this book may well find occasional differences in word choices, pronunciation and syntax depending on the dialect spoken by your tutor.

When such differences are encountered, the learner should follow the preferences of the tutor and make recommended changes in the book. This approach will develop confidence in your tutor and help insure your learning a variety of Mandingo that people in your area use.

6. Acknowledgements.

It would be impossible to acknowledge all the individuals who helped to make this project possible. Foremost is (the co-author) Varflay Abu Talawoley who contributed much of his spare time from April to August of 1980. I should also mention the assistance given by Abu Kamara, Mamadi Kamara and Seku Keita who also provided valuable insights about the Mandingo language and Liberian life in general. There were also many other Liberians too numerous to mention who extended us their hospitality and made our stay in Gbargna an enriching experience. In addition to Liberians, there were also Peace Corps volunteers who not only provided information about what kinds of materials Peace Corps volunteers would find useful but who shared wonderful practical advice and provided a semi-regular mail delivery. A special thank you goes to all of my friends in East Lansing who sent their support from afar.

A final and well deserved note of gratitude is extended to Kay Irish who handled our tattered receipts, read our scribbled originals and usually managed

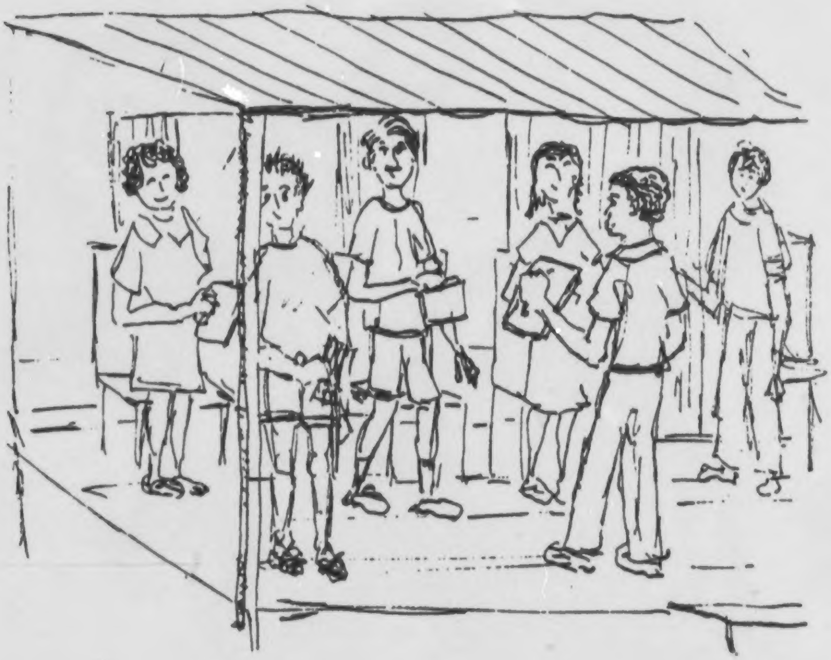
to maintain her anchor despite the storms about her. Her presence added much to the project and she is much admired and greatly appreciated.

7. Other people that I would like to thank for their help and assistance are Dawn LeMar and Linda Hanson for typing and Nan Leemon and Andrea Paff for support.

8. This book was prepared in partial fulfillment of a contract with the United States Peace Corps for the upgrading of Liberian language learning materials.

Sue A. Cutler
July 31, 1981

LESSON 1



LEARN BY DOING

The purpose of this lesson is to give the learner the opportunity to respond physically to the language without the added burden of speaking. The delaying of speech is meant to help the learner avoid developing habits of mispronunciation until she/he is more familiar with the sounds of the language. After practice in reacting to commands by obeying them physically, the learners can then respond verbally to the question 'what is this?' The lesson also contains listening and pronunciation practice for the meaningful sounds of Liberian Mandingo/Mãniyakã.

A. GOALS

1. To learn to respond physically to simple commands.
2. To learn the names of some classroom objects.
3. To learn ten basic body parts.
4. To become familiar with the sounds of the language.
5. To recognize and respond appropriately to the question 'what is this?'

B. VOCABULARY*

B.1 Classroom Objects:

buku (also, sɛbɛ)...book
bã...desk, bench
da...door
funatɛlɛ...window
laso...floor
mɔɔ...person
siifẽ...chair
siiya...seat, sitting place
tabali...table
tabulo...blackboard

B.2 Body Parts:

bolo...hand
bolokɔni...finger
bõbõ...chin
da...mouth
kũ...head
nũ...nose
nya...eye
sẽ...leg/foot
sẽkɔni...toe
tolo...ear

B.3 Verbs:

k'i bolo tilẽ X_la...to point at X
k'i bolo tu X_la...to touch X
ka X dalaka...to open X
ka X dalatũ...to close X
ka X la...to put/lay X down
k'i lɔ...to stand up
ka na...to come
k'i sii...to sit down
ka X ta...to take/pick up X
ka taa...to go

B.4 Other:

-lu...plural suffix
yano (also ya)...here

*NOTE

1. An underlined vowel indicates that the syllable has low tone. See pages - for more information on tone.
2. The diacritic (~) indicates a nasal vowel. See page for more information on nasality.

C. BASIC ACTIONS--COMMANDS

In the following drills, the tutor introduces the first command and explains its meaning. For variety the tutor might mime the action and have the learners guess the meaning. The command is then repeated for the learners to respond. The command should be repeated 5 times. Then the second command is given, explained and repeated. The tutor then randomly gives one command and then the other to check for comprehension. When all the learners can respond correctly, a third command is given, explained and repeated. The tutor then randomly repeats all three commands to check comprehension. This procedure is followed with the addition of each new command. The learners are not expected to learn the material in this chapter after one practice session. As they progress through the book, the tutor may come back to this lesson to review the material and to vary the rhythm of the class from constant verbal interchange to include some physical action.

It is important to note that the vocabulary size in these lessons has been controlled for maximum learning efficiency. Therefore, it is suggested that the tutor and learners not add more than 4 or 5 words to the list in any lesson unless so assigned in the homework.

Drill A

1.	I lɔ.	Stand up.
2.	I sii.	Sit down.
3.	Ya bu̲ku ta.	Pick up your book.
4.	Ya bu̲ku la.	Put your book down.
5.	Ya bu̲ku da̲laka.	Open your book.
6.	Ya bu̲ku da̲latũ.	Close your book.

Drill B

1.	Na yano.	Come here.
2.	Na tabulo_la.	Come to the blackboard.
3.	Taa da_la.	Go to the door.
4.	Taa tabulo_la.	Go to the blackboard.
5.	Taa funatɛlɛ_la.	Go to the window.
6.	Taa ya bã_ka.	Go to your desk.
7.	Taa i siiya_lɔ.	Go to your seat.

NOTE:

If you are not in a classroom, the learners and the tutor may need to make adjustments in some of the vocabulary items used. For example, it may be necessary to eliminate "door, window and blackboard" and add "tree, ground, rock, bird." Be certain that both learners and the tutor are agreed on the changes. Any additions to the vocabulary should be written in with the chapter list.

The following two drills contain the negatives of the commands in Drills A and B.

Drill C   i ka...

1.	I k'i lɔ.	Don't stand up.
2.	I k'i sii.	Don't sit down.
3.	I ka ya buku ta.	Don't pick up your book.
4.	I ka ya buku la.	Don't put your book down.
5.	I ka ya buku dalaka.	Don't open your book.
6.	I ka ya buku dalatũ.	Don't close your book.

Drill D   i ka...

1.	I ka na yano.	Don't come here.
2.	I ka na tabulo_la.	Don't come to the blackboard.
3.	I ka taa da_la.	Don't go to the door.
4.	I ka taa tabulo_la.	Don't go to the blackboard.
5.	I ka taa funatɛlɛ_la.	Don't go to the window.
6.	I ka taa ya bã_ka.	Don't go to your desk.
7.	I ka taa i siiya_lɔ.	Don't go to your seat.

The learners have now practiced both the positive and the negative forms of commands. They are now ready to play Seku a fo (the rules are the same as for Simon Says). The tutor should randomly select commands from Drills A, B, C and D and give them to the learners, preceding each with Seku a fo "Seku says it," for example:

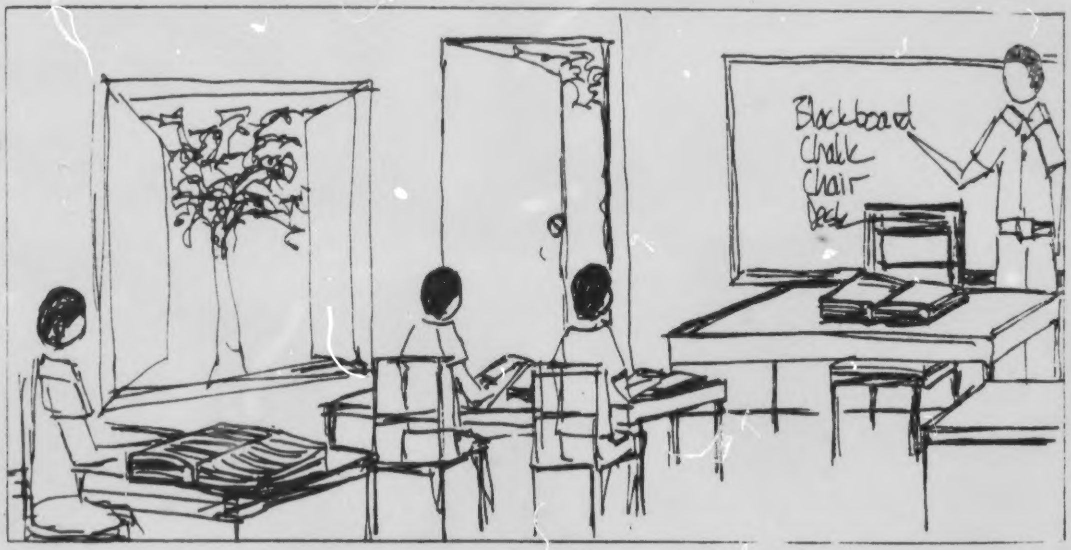
Seku a fo i lɔ.	Seku says "stand up."
Seku a fo na yano.	Seku says "come here."

This exercise should be performed quickly and only last for 10 to 15 minutes at any one time.

D. IDENTIFICATION OF CLASSROOM OBJECTS

The tutor points to the first item and identifies it using the phrase X lɛ ni 'This is an X'. This phrase is repeated 4 times. The second item is identified and repeated. The tutor then randomly says one phrase or the other. The learners point to the correct item. When all learners respond correctly, the third phrase is added and so on through the entire list.

NOTE: If you are not in a classroom, adjust the vocabulary accordingly.



Drill A ...lɛ ni

1.	Laso lɛ ni.	This is a floor.
2.	Tabulo lɛ ni.	This is a blackboard.
3.	Da lɛ ni.	This is a door.
4.	Funatɛlɛ lɛ ni.	This is a window.
5.	Siifɛ̃ lɛ ni.	This is a chair.
6.	Buku lɛ ni.	This is a book.
7.	Tabali lɛ ni.	This is a table.

Drill B   i bolo tilẽ ... la

1.	I bolo tilẽ laso_la.	Point to the floor.
2.	I bolo tilẽ tabulo_la	Point to the blackboard.
3.	I bolo tilẽ da_la.	Point to the door.
4.	I bolo tilẽ funatɛlɛ_la.	Point to the window.
5.	I bolo tilẽ siifẽ_la.	Point to the chair.
6.	I bolo tilẽ tabali_la.	Point to the table.
7.	I bolo tilẽ buku_la.	Point to the book.

E. PRODUCTION

Now it is time to practice speaking Liberian Mandingo/Mãniyakã. Using Drill A from section D above, the tutor says the phrase and points to the object. All the learners repeat it. The tutor repeats the sentence four times with the learners all repeating after each time. The tutor then says the sentence and has each learner repeat individually. Each learner should repeat the sentence three times with the tutor repeating before each repetition.

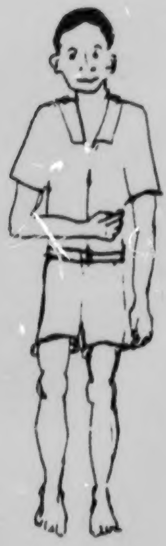
The exercise just completed is referred to as a 'listening and repeating' drill. The next step in language production involves questions and responses.

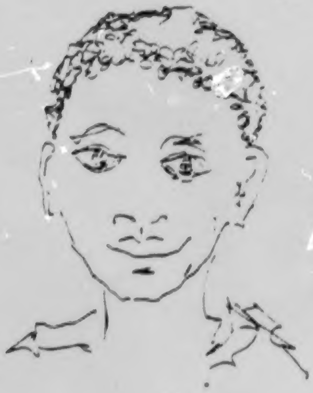
The tutor points to an object and says or 'cues' the appropriate sentence. The learners repeat after the tutor. The tutor then asks the question Mĩdɛ lɛ ni? 'What is this?' and the learners respond with the cued sentence. The tutor points to a second object, gives the cue sentence with the learners repeating. This is again followed by the question, "Mĩdɛ lɛ ni?" If the learners do not respond quickly the tutor may supply the key word, that is, the object name. After all learners are able to respond correctly and promptly, a third item is added and the outlined procedure is followed for the entire list in Drill A.

F. PARTS OF THE BODY

These exercises are designed to familiarize the learners with some body parts and to introduce inalienable possession. (See Grammar Points.)

The tutor points to each body part on the drawing and names it. Then each body part is drilled in a manner similar to that used in learning the classroom objects.





Drill A ... ti ya

1.	Mɔ̲ɔ lɛ ni.	This is a person.
2.	A kũ ti ya.	Here is his head.
3.	A bo̲lo ti ya.	Here is his hand.
4.	A sẽ ti ya.	Here is his leg/foot.
5.	A da̲ ti ya.	Here is his mouth.
6.	A nya̲ ti ya.	Here is his eye.
7.	A to̲lo ti ya.	Here is his ear.
8.	A bo̲lokɔnilu̲ ti ya.	Here are his fingers.
9.	A nũ ti ya.	Here is his nose.
10.	A bõbõ ti ya.	Here is his chin.
11.	A sẽkɔnilu̲ ti ya.	Here are his toes.

Drill B   i bolo tu ... la

1.	I bolo tu i kŭ_la.	Touch your head.
2.	I bolo tu i bolo_la.	Touch your hand.
3.	I bolo tu i sĕ_la.	Touch your leg.
4.	I bolo tu i da_la.	Touch your mouth.
5.	I bolo tu i nya_la.	Touch your eye.
6.	I bolo tu i tolo_la.	Touch your ear.
7.	I bolo tu i nŭ_la.	Touch your nose.
8.	I bolo tu i bolokɔnilu_la.	Touch your fingers.
9.	I bolo tu i bŏbŏ_la.	Touch your chin.
10.	I bolo tu i sĕkɔnilu_la.	Touch your toes.

G. GRAMMAR AND CULTURE NOTES

G.1 Pointing - Culture Note

While the Mandingo have no prohibition against pointing a finger at another person, many of the ethnic groups in Liberia do. One belief is that a person can put poison under the fingernail and when the finger is pointed at another individual that person will be poisoned. One way to avoid suspicion of concealing poison is first to put the pointing finger in one's mouth. One can also point with the lips, or simply nod in the appropriate direction.

G.2 Imperative Commands

The positive form of the imperative is formed by using the verb alone without a pronoun, e.g.

Taa.	Go.
Na.	Come.

If the verb has a direct object, the direct object, whether a pronoun or a noun, comes before the verb, e.g.

Ya bu̲ku ta.	Pick up your book. (lit., your-book -pick up)
A ta.	Pick it up. (lit., it-pick up)

If the sentence includes a locational phrase, such as 'to the store,' 'on the table,' or 'here', the phrase follows the verb, e.g.

Taa tabulo_la.	Go to the blackboard. (lit., go-table-to)
Na yano.	Come here.

The negative of the imperative is formed by using the pronoun 'you' i̲ and the negative word k̲a̲, e.g.

I ka ya bu̲ku ta.	Don't pick up your book. (lit., you-not-your-book-pick up)
I ka taa da_la.	Don't go to the door. (lit., you-not-go-door-to)

G.3 Inalienable Possession

As you have seen in this lesson, Liberian Mandingo/Mãniyakã has two types of possessive forms. In Liberian Mandingo/Mãniyakã one category is termed "alienable possession," and the other "inalienable possession." The latter includes names of body parts, family members, and a few other miscellaneous nouns which are considered to be inalienable. Different pronoun forms are used with each type of possession. These will be discussed more fully in Lessons 2 and 3. The forms introduced in this lesson were:

inalienable		alienable	
i bolo	'your arm'	ya buku	'your book'
a bolo	'his arm'		

G.4 Plural Formation

Since plural formation and usage is discussed in detail in Lesson 2, we note here simply that the plural is formed by adding the suffix -lu to the end of the noun.

sĕkɔni	'toe	sẽkɔnilu	'toes'
bolokɔni	'finger'	bolokɔnilu	'fingers'

H. HINTS FOR SELF-STUDY

The best way to learn a language is to spend lots of time listening to it as it is spoken by fluent speakers. If you are in Liberia and wish to learn Liberian Mandingo/Mãniyakã, you have many opportunities for exposure to the language outside your classroom. For example, a large portion of the taxi driver population is Mandingo; you could go to the local taxi stand and listen to the conversation. Many tailors are also Mandingo; you could go to the tailor shops and spend time there. Be imaginative and resourceful and keep your ears open.

If you are not in Liberia your opportunities for listening to Liberian Mandingo/Mãniyakã in a natural setting are greatly decreased. Most likely your exposure to the language will be limited to the classroom situation and to homework assignments.

A tape recorder is an excellent study aid. It can provide the learner with additional listening practice. The learner can have the tutor record the dialogues, texts and drills found in this book. Naturally, this tactic may be used in Liberia, as well as elsewhere.

In order to make the best use of your time when recording, always practice the item (dialogue, text or drill) before trying to record it. Be precise in telling your tutor how you want the item dictated (normal speech speed, pause after a question, slower than normal speech, etc.). As you begin your recording, announce into the recorder the title of the item being recorded and a reference for it (such as the page number in the book). The reference will allow you to return to the book if you want or need to.

After you have recorded a lesson, use the tape as much as you can.

1. Sit down with the recorder and listen closely to the tape. Try to understand what is being said. First pick out words and work to understanding entire sentences.
2. Play the tape as background noise when you are doing other tasks; this will help your ears to become attuned to hearing Liberian Mandingo/Mãniyakã.

3. Keep tapes for several weeks; you can use them for reviewing. It is a good idea to record the texts and dialogues from different lessons all on one tape to keep permanently.

I. HOMEWORK

1. Record the exercises in the lesson and practice physically responding to the commands.
2. Using the sentences presented in the drills, as examples, write a sentence for each of the lesson's vocabulary items. Bring the sentences to class and read them to your tutor. Make any corrections that your tutor suggests. Record the sentences to listen to at home.

J. SELF-EVALUATION

1. Can you respond physically to the following?
   - a. I k'i sii.
   - b. I bo̲lo tu ya bu̲ku_la.
   - c. Taa da_la.
   - d. Na yano.
2. Can you name five classroom items?
3. Can you name seven body parts?
4. Translate the following into Liberian Mandingo/Mãniyakã.
   - a. What is this?
   - b. Here is her ear.
   - c. Go to the blackboard.
   - d. Open the window.
5. Define the following words and use each in a sentence.

nya̲
tabali
da̲latũ
bo̲lo

K. THE LIBERIAN MANDINGO/MÃNIYAKÃ ALPHABET:

K.1 THE CONSONANTS

Letter	English approximate	Mandingo example	Translation of example
b	beat	buku	'book'
c	chime	cama	'between'
d	dig	dunu	'rooster'
f	fish	fa	'father'
gb	-----	gbãgbã	'dust'
*h	hope	hakili	'knowledge'
j	judge	jɔɔna	'early'
k	kite	kami	'guinea fowl'
l	light	lulu	'star'
m	meet	malo	'rice'
n	near	nɛnɛ	'cold'
ny	onion	nyi	'good'
*ŋ	sing	ŋalã	'mat'
*p	pop	pitiki	'shop'
*r	-----	rumu	'room'
s	see	sɛnɛ	'farm'
t	taunt	tã	'ten'
w	win	wuse	'potato'
y	yearn	yano	'here'
*z	zip	zipu	'shirt'

*The 5 starred consonants appear rarely and most often are in borrowed words.

The Liberian Mandingo/Mãniyakã /r/ is not directly equivalent to the English /r/. The English /r/ is generally described as a liquid sound. The Mandingo /r/ is more similar to that used in Spanish, and may sometimes sound like a /d/. The sound is made by tapping the tip of the tongue against the area directly behind the front teeth.

/r/ occurs very infrequently and often alternates freely with /l/ hence the two pronunciations of some words, e.g. kamasɔlɔ and kamasɔrɔ "because".

K.2 THE VOWELS

Letter	English approximate	Mandingo example	Translation of example
i	feet	tili	'day'
e	fate	selã	'needle'
ɛ	set	nɛnɛ	'cold'
u	suit	tulu	'oil'
o	soak	bolo	'arm'
ɔ	sought	yɔlɔ	'place'
a	father	kala	'color'

Mandingo vowels differ from their English approximates in that English vowels are glided, Mandingo vowels are unglided. (See Manual for discussion of terms.)

K.21 LONG VOWELS

Mandingo has both long and short vowels. A long vowel is indicated by a doubling of the vowel letter, e.g. i vs. ii. Long vowels, as the term implies, have a longer duration than short vowels.

Letter	Mandingo example	Translation of example
ii	jii	'to go down'
ee	nee	'iron'
ɛɛ	tɛɛ	'past tense marker'
uu	luulu	'five'
oo	soo	'to lock'
ɔɔ	wɔɔlɔ	'six'
aa	naani	'four'

K.22 NASALIZED VOWELS

Mandingo vowels may occur in a nasalized form. Nasalized vowels are represented in this book by the vowel with the symbol /˜/ over it, e.g. ẽ, ĩ, õ, etc.

Letter	Mandingo example	Translation of example
ĩ	fĩ	'black'
ẽ	fẽ	'thing'
ɛ̃	dɛ̃	'child'
ũ	nũ	'nose'
õ	dõ	'enter'
ɔ̃	dɔ̃	'eat'
ã	sã	'buy'

K.3 POTENTIALLY DIFFICULT CONSONANTS

There are three sounds in Mandingo which might give the English speaker some difficulty. These are ny, ŋ, and gb.

/ny/ represents the sound found in English words such as onion and canyon. It is like the Spanish /ñ/. The only difference between the English and Mandingo sound is that in Mandingo the sound can appear at the beginnings of words whereas in English it cannot.

/ŋ/ is the sound found at the end of English words like sing, pong, thing. Again there is a distributional difference for the sound between English and Mandingo. In English /ŋ/ only appears at the end of words. In Mandingo it may also appear at the beginnings of words. This does not seem to be a common sound in Mandingo.

/gb/ is a sound foreign to English, and is very common in Mandingo. It is formed by preparing to say /g/ and then closing the lips at the same time as saying /b/. It will take a great deal of practice to learn to hear and pronounce this sound.

K.31 /ny/ IN WORD INITIAL POSITION

Symbol	Mandingo example	Meaning
ny	nyi	'good'
ny	nyama	'garbage'
ny	nyumã	'good'
ny	nya	'eye'

K.32 /ŋ/ IN WORD INITIAL POSITION

Symbol	Mandingo example	Meaning
ŋ	ŋalã	'mat'

K.33 /gb/ IN WORD INITIAL POSITION

Symbol	Mandingo example	Meaning
gb	gbã	'okra'
gb	gba	'kitchen'
gb	gbɛ	'bald'
gb	gbi	'owl'
gb	gbãgbã	'dust'
gb	gbasi	'to hit'

K.4 LISTENING AND REPEATING PRACTICE

The following examples of the sounds of Mandingo are arranged in what are called minimal pairs. In order for two words to be a minimal pair they must differ by only one sound. The English words boat and beat constitute a minimal pair because they differ only by the vowel sound. To use these sets of minimal pairs to your best advantage, follow these steps:

1. The tutor reads all the examples in one column, then the next column.
2. The tutor reads the items on the same line. Learners listen for the difference.
3. Designate the first column, number 1, and the second column, number 2.
4. The tutor reads a random item from either column and the learners respond by holding up one finger, if the item is from column 1, and 2 if it is from column 2.
5. After learners are able to consistently distinguish the two sounds, production begins.
6. The tutor reads a word and the learners repeat in unison.
7. Each word should be repeated three times, after which the tutor checks learners individually for pronunciation.
8. Record the minimal pairs for listening discrimination practice. Keep this tape separate from other tapes.

NOTE: In the following example, tone has not been taken into account. For minimal pairs dealing with tone, see Lesson 2, section J, page .

K.5 EXAMPLES OF MINIMAL PAIRS

K.51 MINIMAL PAIRS: i / e

i		e	
Mandingo example	Meaning	Mandingo example	Meaning
si	'to sleep'	se	'to be able to'
fĩ	'black'	fẽ	'thing'
ji	'water'	je	'pumpkin'
jili	'tree'	jeli	'blood'
fili	'to throw'	file	'to sell'

K.52 MINIMAL PAIRS: u / o

u Mandingo example	Meaning	o Mandingo example	Meaning
tu	'to touch'	to	'to stay'
sũ	'tree'	sõ	'to agree'
tulu	'oil'	tolo	'ear'
kulu	'fork'	kolo	'bone'
bulu	'bread'	bolo	'arm'
ju	'bad'	jo	'to be right'

K.53 MINIMAL PAIRS: o / ɔ

o Mandingo example	Meaning	ɔ Mandingo example	Meaning
ko	'to wash'	kɔ	'river'
bo	'feces'	bɔ	'to come out'
dõ	'enter'	dɔ̃	'eat'
lõ	'know'	lɔ̃	'day'
bolo	'arm'	bɔlɔ	'bag'
jo	'god'	jɔ	'fish net'

K.54 MINIMAL PAIRS: e / ɛ

e Mandingo example	Meaning	ɛ Mandingo example	Meaning
sẽ	'leg'	sɛ̃	'to dig'
dẽ	'hang up'	dɛ̃	'child'
se	'to be able to'	sɛ	'fight'
fẽ	'thing'	fɛ̃	'fence'
gbe	'liquor'	gbɛ	'bald'
fe	'calabash'	fɛ	'with'

K.55 MINIMAL PAIRS: ɛ / a

ɛ Mandingo example	Meaning	a Mandingo example	Meaning
dɛ̃	'collect'	dã	'create'
bɛ̃	'meet'	bã	'finish'
fɛ̃	'fence'	fã	'bellows'
gbɛ	'bald'	gba	'hot'
fɛ	'with'	fa	'father'
bɛ	'all'	ba	'mother'

K.56 MINIMAL PAIRS: ɔ / a

ɔ Mandingo example	Meaning	a Mandingo example	Meaning
lɔ	'to stop'	la	'lay down'
tɔ̃	'grasshopper'	tã	'ten'
dɔ̃	'to eat'	dã	'create'
kɔ	'back'	ka	'verb auxiliary'
dɔlɔ	'beer'	dala	'dollar'
sɔ̃	'liver'	sã	'buy'

K.57 MINIMAL PAIRS: Vowel nasalization

non-nasalized		nasalized	
Mandingo example	Meaning	Mandingo example	Meaning
bi	'today'	bĩ	'fall'
sa	'snake'	sã	'buy'
se	'be able to'	sẽ	'leg'
ba	'mother'	bã	'finish'
bɔ	'come from'	bɔ̃	'spill'
da	'mouth'	dã	'create'
su	'evening'	sũ	'tree'
sɛ	'fight'	sɛ̃	'dig'
fo	'say'	fõ	'five cents'

K.58 MINIMAL PAIRS: Vowel length

short		long	
Mandingo example	Meaning	Mandingo example	Meaning
ji	'water'	jii	'go down'
da	'door'	daa	'pot'
kɔ	'river'	kɔɔ	'salt'
bɔ	'come from'	bɔɔ	'swamp'
ta	'take'	taa	'go'
so	'horse'	soo	'lock'
tɛ	'neg. marker'	tɛɛ	'past tense marker'
selã	'needle'	seelã	'broom'

LESSON 2

SHORT RESPONSES

This lesson is designed to allow the learner additional practice with short responses in the language. Questions and expressions common to the classroom situation are introduced. The tones of Liberian Mandingo/Mãniyakã are also discussed and practiced.

A. GOALS

1. To learn to respond to more classroom commands.
2. To learn to ask basic questions relative to learning the language.
3. To learn to respond to the question 'where is X?'
4. To hear and produce tone distinctions in Liberian Mandingo/ Mãniyakã through practice.

B. VOCABULARY

B.1 Classroom Objects:

dãna...wall
kala...pencil
kolã...light, lamp
lakili...chalk
samaya...ceiling
sɛ̱bɛ...paper, book

B.2 Body Parts:

bõbõsi...beard
kã̱...neck, throat, voice
kɔ...back
kɔ̱nɔ...stomach
kũsi...head hair
ne̱e...tongue
nya̱loya...face
nyi̱...teeth
si̱...hair

B.3 Pronouns - Inalienable:

n...my
i...your (sg.)
a...her, his, its
mɔ...our
ai...your (pl.)
a̱i...they

B.4 Other

bɛ...all
dɔɔni, diini...small, a little
-lu̱...plural suffix
mĩde...what
mĩni...where
tɔ̱ɔ (n., inal.)...name
yano, ya...here
yeno, ye...there

B.5 Phrases:

X̱ ti ya...here is X
ka nyaye...to understand
a fo X̱...say X
a fo i_kɔ...say it again
i kã̱ na bɔ̱...speak louder
i kã̱ ma gi...speak slower, softer
i kã̱ na gba...speak faster
o̱ ka nyi...that's good
i y'a ko di...what did you say?
n ko X̱...I said X
a tɔ̱ɔ di mãniyɔkã_na?...what's its name in Mandingo?
a tɔ̱ɔ lɛ X̱...its name is X

C. USEFUL CLASSROOM EXPRESSIONS

This first section contains expressions which, at this point, the learner is not expected to know, i.e., be able to say them in Mandingo on command. However, the learners should recognize these expressions when they are used by the tutor and react to them accordingly. To work with these drills, first the tutor gives a command and explains it in English. The command is then repeated three times with learners giving the English meaning. When all learners respond correctly, the next command is introduce and explained.

Drill A (In this drill learners respond with the word given to be said.)

1. A fo 'lakili'.	Say "chalk".
2. A fo 'bu̲ku'.	Say "book".
3. A fo 'kala'.	Say "pencil".

Additional practice with this drill should include the naming of all classroom objects learned in Lesson 1.

Drill B (Here the learners respond with the English meaning.)

1. A fo i_kɔ.	Say it again.
2. A bɛ a fo.	Everybody say it.
3. I kã̲ na bɔ̲.	Speak louder.
4. I kã̲ ma gi.	Speak softer, slower.
5. I kã̲ na gba.	Speak faster.
6. O̲ ka nyi.	That's good.

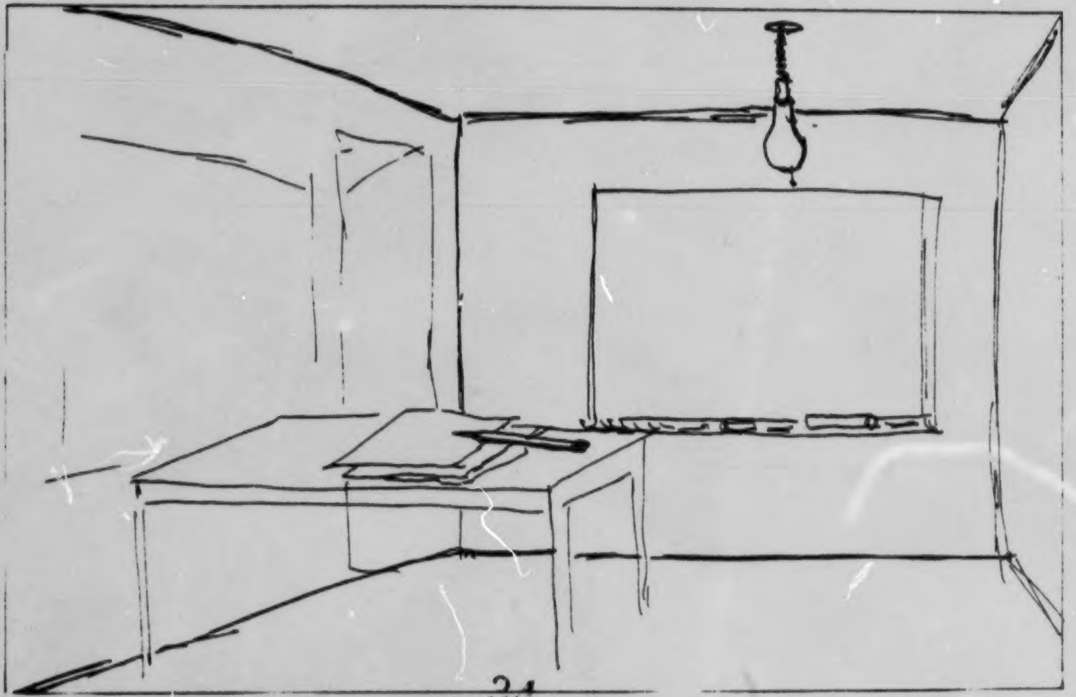
These expressions will be used by the tutor when drilling the learners on production drills. The learners need only be able to understand them.

Drill C

1.	I n'a nyayena?	Do you understand?
2.	Ni a nyayena.	I understand.
3.	N m'a nyaye.	I don't understand .
4.	Ni a dɔɔni nyayena.	I understand it a little.
5.	I y'a ko di?	What did you say?
6.	N ko 'lakili'.	I said "chalk".
7.	A tɔɔ di mãniyakã na?	What's its name in Mandingo?
8.	A tɔɔ lɛ 'kala'.	It's called "pencil".

The above expressions and questions should be memorized by the learner and used in class in place of their English equivalents. In general as the learners progress in their study of Mandingo, English should be used less frequently in the classroom. The tutor should drill each of these sentences for comprehension and production in the manner described in Lesson 1, including the steps of cueing, production by learner, and repetiton by tutor and learner.

The learners now have two ways to ask for the same information: mĩdɛ lɛ ni 'what is this? and a tɔɔ di mãniyakã na? 'what is its name in Mandingo?' After naming and drilling the classroom objects listed in Drill D, the tutor will randomly ask the question in one of two ways and the learners will be called on to name the object.



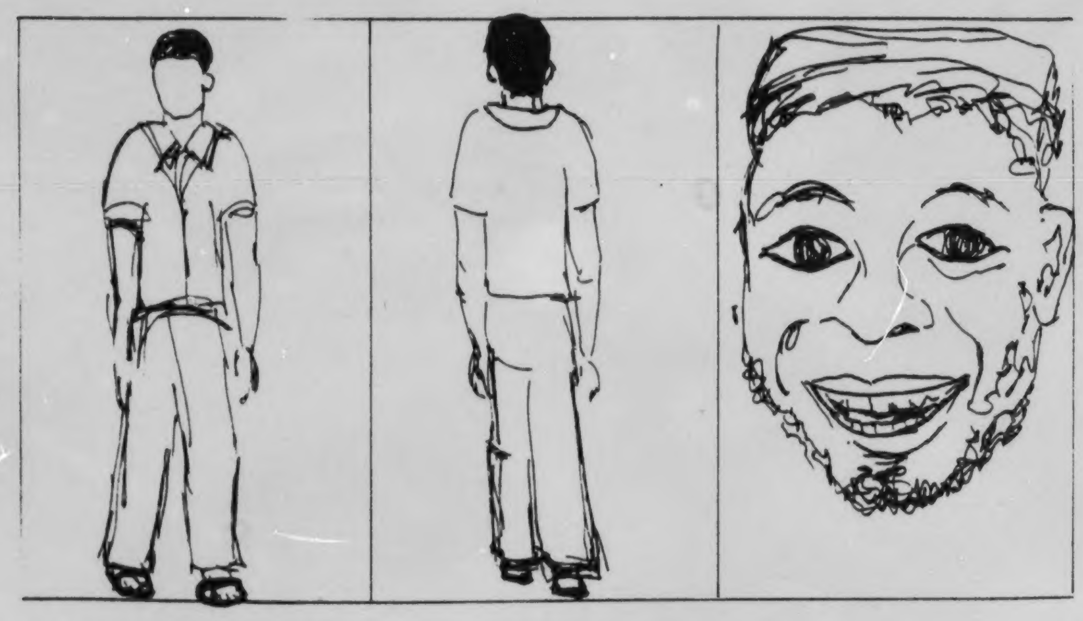
Drill D ...lɛ ni

1. Lakili lɛ ni.	This is chalk.
2. Samaya lɛ ni.	This is a ceiling.
3. Dãna lɛ ni.	This is a wall.
4. Kala lɛ ni.	This is a pencil.
5. Sɛbɛ lɛ ni.	This is paper.
6. Kolã lɛ ni.	This is a light.

This drill may be used with words learned in Lesson 1 also.

D. PARTS OF THE BODY

After pointing to the picture and naming the parts of the body, the tutor should instruct the learners to point to their own corresponding parts of the anatomy using i bolo tu X-la 'touch your X'.



Drill A

1.	Mɔ̲ɔ lɛ ni.	This is a person.
2.	A kũsi lɛ ni.	This is his (head) hair.
3.	A si̲ lɛ ni.	This is her (body) hair.
4.	A bõbõsi lɛ ni.	This is his beard.
5.	A kã̲ lɛ ni.	This is her throat.
6.	A ne̲e̲ lɛ ni.	This is his tongue.
7.	A nyi̲ lɛ ni.	These are her teeth.
8.	A nya̲loya lɛ ni.	This is his face.
9.	A kɔ̲nɔ lɛ ni.	This is her stomach.
10.	A kɔ lɛ ni.	This is his back.

The body parts learned in Lesson 1 should be reviewed. Suggestions for practicing body parts:

> The tutor asks mĩdɛ lɛ ni? 'what is this?' while pointing to the picture of the body and learners respond with the name of the body part pointed to. If learners have difficulty with the name of a body part, the tutor should supply the name and then have the learner put the word into the sentence X lɛ ni 'this is a ...'

E. INALIENABLE POSSESSION

The tutor reads the list through once without explanation. During the second reading the tutor gives both the sentence and the explanation. The explanation may consist of a picture or an English translation. As the tutor reads the list a third time the learners repeat. Each sentence should be read and repeated 4 times. Then each learner should be checked individually for pronunciation.

Drill A

1.	N bo̲lo lɛ ni.	This is my hand.
2.	I kũ lɛ ni.	This is your head.
3.	A kɔ lɛ ni.	This is his back.
4.	Mɔ sẽkɔnilu̲ lɛ ni.	These are our toes.
5.	Ai bõbõsi lɛ ni.	These are your beards.
6.	A̲i nya̲ lɛ ni.	These are their eyes.

Additional practice should be given by matching other body parts with various pronouns.

F. LOCATION

The tutor reads the list through, learners listen. During the second reading the tutor also gives the meaning. As the tutor reads through the list a third time, the learners repeat. (See above explanation.) Run all the following drills in a similar way.

Drill A ...ye mĩni?

1.	Tabali ye mĩni?	Where is the table?
2.	Siifẽ ye mĩni?	Where is the chair?
3.	Lakili ye mĩni?	Where is the chalk?
4.	Kala ye mĩni?	Where is the pencil?
5.	Bu̲ku ye mĩni?	Where is the book?
6.	Da ye mĩni?	Where is the door?

Drill B ...ti ya

NOTE: To use this expression the item must be within arm's reach of the speaker.

1.	Siifẽ ti ya.	Here is the chair.
2.	Bu̲ku ti ya.	Here is the book.
3.	Kala ti ya.	Here is the pencil.
4.	Lakili ti ya.	Here is the chalk.
5.	Tabali ti ya.	Here is the table.
6.	Sɛb̲ɛ ti ya.	Here is the paper.
7.	A ti ya.	Here it is.

Next the tutor asks the question in Drill A. Learners respond using the form practiced in Drill B.

Drill C ...yeno

1.	Dãna yeno.	There is a wall.
2.	Tabulo yeno.	There is a blackboard.
3.	Kolãlu̲ yeno.	There are the lights.
4.	A yeno.	There it is.
5.	Samaya yeno.	There is the ceiling.
6.	Funatɛlɛlu̲ yeno.	There are the windows.
7.	Siifẽlu̲ yeno.	There are the chairs.
8.	A̲i yeno.	There they are.

The tutor now asks the question corresponding to the above sentences, for example: 1. Dãna ye mĩni? Learners respond with the sentence in Drill C.

Once learners have practiced Drills B and C the tutor should ask where each of the items in the room is and the learners should respond truthfully.

The next drill allows learners more practice with body parts and inalienable possessive pronouns.

Drill D

Q:	I bo̲lo ye mĩni?	Where is your hand?
A:	N bo̲lo ti ya.	My hand is here.
Q:	N kũ ye mĩni?	Where is my head?
A:	I kũ yeno.	Your head is there.
Q:	A kɔ ye mĩni?	Where is her back?
A:	A kɔ ye.	Her back is there.
Q:	Ai kɔ̲nɔ ye mĩni?	Where are your stomachs?
A:	Mɔ kɔ̲nɔ ti ya.	Our stomachs are here.
Q:	A̲i da̲ ye mĩni?	Where are their mouths?
A:	A̲i da̲ yeno.	Their mouths are there.

Continue the drill using other body parts until learners show no additional signs of improvement. If learners have difficulty in choosing the correct possessive pronoun, the tutor may supply the correct one and have the learner complete the sentence.

G. GRAMMAR AND CULTURE NOTES

G.1 Inalienable Possession

As mentioned in Lesson 1, there are two types of possession in Mandingo, alienable and inalienable. Inalienable nouns include body parts, names for family members, and a few miscellaneous nouns. To mark inalienable possession the following pronoun forms are used.

n	'my'	mɔ	'our'
i	'your, singular'	ai	'your, plural'
a	'her, his, its'	ai	'their'

The pronouns are combined with nouns in the following manner:

n kũ	"my head"	mɔ nee	"our tongues"
i bolo	"your hand"	ai kɔ	"your backs"
a kɔnɔ	"her stomach"	ai si	"their hair"

G.2 Plural Formation - Culture Note

To form the plural in Mandingo, attach the suffix -lu to the end of a noun or noun phrase (more on the noun phrase later). The suffix is used only if there are three or more. The suffix has a low tone. The suffix is combined with *alienable* nouns in the following manner:

kala	"pencil"	kalalu	"pencils"
buku	"book"	bukulu	"books"

Inalienable nouns do not always use the plural suffix -lu. It is used when referring to two or more of the same body part on a single individual. For example:

n bolokɔni	"my finger"	n bolokɔnilu	"my fingers"
i sẽ	"your leg"	i sẽnu	"your legs"

The plural suffix -lu is not used with inalienable nouns if a single body part and two or more individuals are referred to. This usage differs from its English equivalent. The assumption is that each person has only one. For example:

n kã	"my throat"	mɔ kã	"our throats"
a nyaloya	"his face"	ai nyaloya	"their faces"

Notice that -lu is pronounced (and written here) as -nu if the noun ends with a nasal vowel. For example:

kolã	'light'	kolãnu	'lights'
sẽ	'leg'	sẽnu	'legs'

H. HOMEWORK

1. Write one sentence for each of the vocabulary items and phrases presented in the lesson. Read the sentences aloud in class and have your tutor make any corrections. Record the sentences for listening practice outside of class.
2. Use your tape recorder to record any of the drills in the lesson with which you feel you need additional listening practice. When recording it is most helpful to ask your tutor to pause for a moment after reading each statement. Then listening to the tape, you can use the pause to stop the machine and take time to repeat the phrase.

I. SELF-EVALUATION

1. Can you name five new classroom objects?
2. Can you name seven new body parts?
3. Give the English equivalents to the following.
    a. I kã na gba.
    b. O ka nyi.
    c. A bɛ a fo.
    d. A tɔɔ lɛ 'samaya'.
4. Translate the following into Mandingo.
    a. What is its name in Mandingo.
    b. This is its back.
    c. These are my toes.
    d. Where is the chalk?
    e. There is a pencil.
5. Give a response to the following.
    a. I bolo ye mĩni?
    b. I n'a nyayena?
6. Define the following words and use each in a sentence.

    bɛ
    nyi
    dãna
    bõbõsi

J. TONE

Mandingo is a tone language. This means that two words can be distinguished from one another according to the pitch of the voice. Below you will find examples of words which have identical consonants and vowels but they constitute minimal pairs with respect to their tone.

Mandingo has two tones which are referred to as HIGH and LOW. Low tones will be represented througnout the book by having the low vowel underlined. High toned vowels will be left unmarked. The following list should be used in the same way as the minimal pair charts in Lesson 1 were.

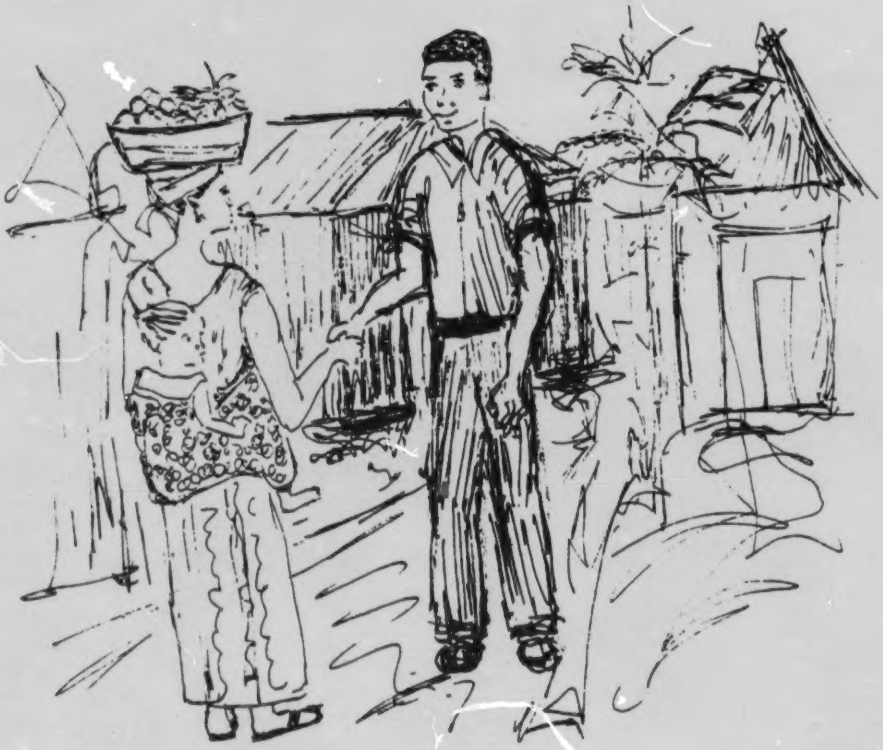
MINIMAL PAIRS: High and low tones

High		Low	
Mandingo example	Meaning	Mandingo example	Meaning
ba	'goat'	ba̲	'mother'
da	'door'	da̲	'mouth'
daa	'pot'	da̲a	'sore'
dunu	'load'	du̲nu	'rooster'
gba	'kitchen'	gba̲	'booth in the market'
gbãgbã	'dust'	gbã̲gbã	'bracelet'
ŋalã	'mat	ŋa̲lã	'street urchin'
sẽ	'leg'	sẽ̲	'bridge'
so	'horse'	so̲	'town'
wula	'afternoon'	wu̲la	'forest'

As it can be difficult to distinguish the tone of a word when it is used in isolation, that is, not in a sentence, it is suggested that the tutor read the above examples in the following sentence ... l̲ɛ̲ ̲n̲i̲ 'this is a ...' to allow the learners to better hear the tones.

Record the above lists for listening practice. The tutor should say the examples in the sentence ... l̲ɛ̲ ̲n̲i̲.

LESSON 3



GREETINGS

This lesson is designed to show how the Mandingo greet one another. The main dialogue presents a complete greeting sequence between two acquaintances, including leave taking. Other shorter dialogues are presented that illustrate greetings appropriate to different times of the day. The examples given represent the most common greeting phrases; they are by no means an exhaustive list.

A. GOALS:

1. To learn greetings appropriate to different persons and times of the day.
2. To learn names of close family members.
3. To learn the present progressive verb form, he is ...ing
4. To review inalienable possession.

B. VOCABULARY

B.1 Family Members:

ba...mother
balamɔɔ...relatives
cɛ...husband, man
dɛ̃...child
dɛ̃baya...immediate family
dɛ̃cɛ...son
dɛ̃muso...daughter
dɔɔcɛ...younger brother
dɔɔmuso...younger sister
fa...father
kɔlɔcɛ...older brother
kɔlɔ muso...older sister
muso...wife, woman

B.2 Times of Day:

sɔɔma...morning
su...late evening, night
tili...day, midday
wula...afternoon, evening

B.3 Nouns:

Alla...Allah, God
duunyɔ̃ɔ̃...friend
falagbɛ...PCV, foreigner
jamana...country
kalamɔɔ...teacher

B.4 Others:

di?...how?
hɛrɛ...peace
ĩ...yes
jɔnɛ...who
ju...bad
kubɛ̃...well
ɔ̃-ɔ̃...no
si...intensive negative marker
tana...bad

B.5 Verbs:

ka bɔ...come from
ka dɔ̃...eat
ka fo...tell
ka kalã...read, study
ka kɛ...do, make
ka kuma...talk
ka nyinika...ask
ka sɛbɛli kɛ...write
ka taa...go
ka tibili kɛ...cook

B.6 Phrases:

a lɛ lɛ o...that's it, okay
mɔsi o...goodbye
tana si t'a_la...there is nothing at all wrong

C.1 MAIN DIALOGUE:

A:	N duuyɔ̃ɔ̃, ni sɔɔma.	My friend, good morning.
B:	Ĩ, ni sɔɔma. Tana ma si?	Yes, good morning. Did you sleep well?
A:	Ĩ.	Yes.
B:	I balamɔɔlu̲ ye?	Are your people there?
A:	Tana si t'a̲i_la. Mĩdɛ ko ye?	Nothing at all bad with them. What news there?
B:	Ko ju tɛ ye.	No bad news.
A:	Ĩ.	Yes (good).
B:	I bɔ̲to mĩni?	Where are you coming from?
A:	N bɔ̲to lakɔli_la.	I'm coming from school.
B:	I taato mĩni?	Where are you going?
A:	N taato luma.	I'm going home.
B:	Mɔ̲si o̲.	Good-bye.
A:	O̲, y'a̲i fo.	Greet them.
B:	O̲.	(Response)

C.2 USING THE DIALOGUE

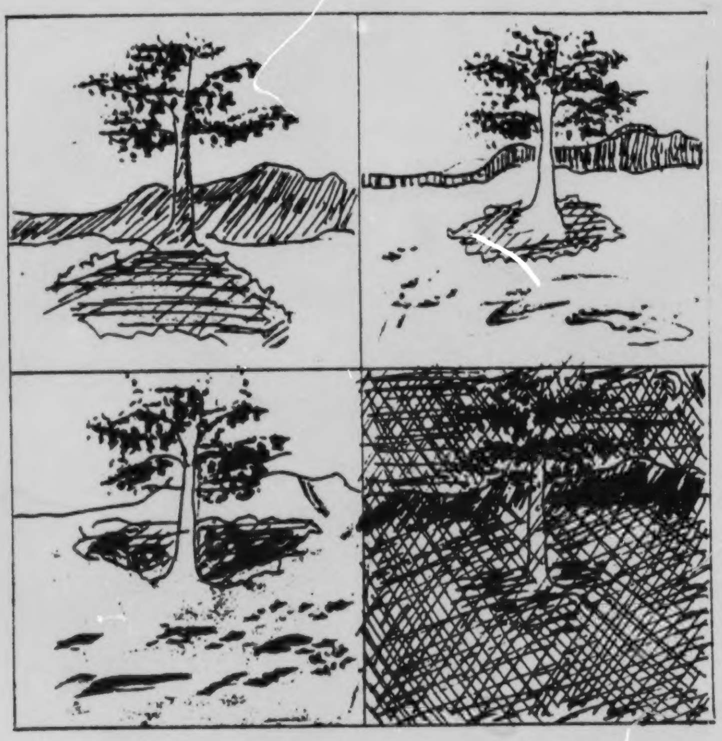
First, learners will listen to the dialogue while the tutor reads it, books closed. Some of the words will be familiar; learners should try to pick out the ones they understand. The tutor will read it a second time, learners listening closely for those words they understand. Learners then open the book and the tutor reads each line again explaining the meaning. Each learner must understand the meaning of each line before moving on.

When all learners understand the sentences, they listen again to the tutor reading and respond (individually or collectively) with the English. When all learners give the correct answers, they are ready to begin production.

The tutor reads the first line and the learners repeat in unison. Each line is repeated three times with the learners responding. The tutor then checks each learner's pronunciation. This procedure is followed throughout the dialogue.

The tutor now divides the learners into two groups and assigns each group one of the parts of the dialogue. The tutor gives the first sentence to one side and all repeat. The second sentence is given to the second group and all repeat, and so on throughout the dialogue. Students should memorize the dialogue for the next class period where they will be called upon to act it out.

After learners are comfortable with their parts, the tutor should switch the assignment of parts. If group one had 'A' originally, they should now take 'B', leaving 'A' for group two.



D. GREETINGS

The tutor points to drawing 1 and says, ni sɔɔma, learners repeat. The tutor then gives the response to the greeting and the learners repeat. The greeting and response is repeated three times each. Then pointing at drawing 2, the tutor says ni tili, learners repeat. The tutor gives the response and learners repeat. Again, the greeting and response are repeated. Drawings 3 and 4 are used in the same manner. After having repeated all the greetings, the tutor points randomly to one of the drawings and gives the appropriate greeting. The learners give the response. When all learners are answering correctly, the tutor point to a drawing and the learners must give the greeting, to which the tutor will respond. Eventually, the tutor should point to one learner and one drawing, the learner gives the greeting. Then the tutor points to a second learner who gives the response.

Drill A

1.	A:	Ni sɔɔma.	Good morning.
	B:	I, ni sɔɔma.	Yes, good morning.
2.	A:	Ni tili.	Good day.
	B:	Ĩ, ni tili.	Yes, good day.
3.	A:	Ni wula.	Good afternoon.
	B:	Ĩ, ni wula.	Yes, good afternoon.
4.	A:	Ni, su.	Good evening (night).
	B:	Ĩ, si su.	Yes, good evening.

E. DIALOGUES

These dialogues should be practiced in class in the same way that the main dialogue was introduced. After practicing them verbally, the learners should pair off and practice greeting with appropriate gestures. Have your tutor show you how the Liberian handshake is done.

Dialogue A

A:	Ni wula.	Good afternoon.
B:	Ĩ, ni wula. Tana ma tili?	Yes, good afternoon. How's your day?
A:	Kasi t'Alla_ma.	Nothing to complain about.
	N tɔ̲ɔ lɛ _____. Ni falagbɛ lɛ lɛ. I tɔ̲ɔ di?	My name is _____. I am a PCV. What's your name?
B:	N tɔ̲ɔ lɛ Seku.	My name is Seku.
	I ba̲ale su mĩdɛ la?	What kind of work do you do?
A:	Ni lakɔli-kalamɔɔ-ya lɛlɛ.	I am a teacher.
	I bɔ̲to mĩni?	Where do you come from?
B:	N bɔ̲to Saniquelle.	I come from Sanniquelle.
	Ni taala lakɔli_la yano.	I go to school here.
	I bɔ̲to mĩni?	Where are you from?
A:	N bɔ̲to Michigan falagbɛ-jamana_lɔ.	I come from Michigan in America.

Shorter Dialogues

1.	A:	Ni sɔɔma.	Good morning.
	B:	Ĩ, ni sɔɔma.	Yes, good morning.
	A:	Tana ma si?	How did you spend the night?
	B:	Ĩ.	Yes/Fine.
2.	A:	Ni tili.	Good day.
	B:	Ĩ, ni tili.	Yes, good day.
	A:	Tana ma tili?	How's the day?
	B:	Kasi t'Alla_ma.	Don't cry to God. (Nothing to complain about.)
3.	A:	Ni wula.	Good afternoon.
	B:	Ĩ, ni wula.	Yes, good afternoon.
	A:	Hɛrɛ tili nɔ?	There is peace today?
	B:	Kasi t'Alla_ma.	Don't cry to God.
4.	A:	Ni sɔɔma.	Good morning.
	B:	Ĩ, ni sɔɔma.	Yes, good morning.
	A:	E ka si kubɛ̃?	You passed the night well?
	B:	Ĩ, na sila kubɛ̃.	Yes, I slept well.
5.	A:	N kɛtɛ nala sini.	I will come tomorrow.
	B:	N kɛtɛ yano.	I will be here.
6.	A:	O mɔsi o.	Good-bye.
	B:	A lɛ lɛ o, mɔ bɛ ko la.	That's it, we say it.
7.	A:	N we taa.	I'm going.
	B:	O, mɔsi o.	Good-bye.

F. GREETING PHRASES

Drill A

Family Members:

1. I muso yeno?	Is your wife there?
2. I ba̲ yeno?	Is your mother there?
3. I cɛ yeno?	Is your husband there?
4. I dɛ̲̃nu̲ yeno?	Are your children there?
5. I dɔ̲ɔcɛ yeno?	Is your younger brother there?
6. I dɔ̲ɔmuso yeno?	Is your younger sister there?
7. I fa yeno?	Is your father there?
8. I kɔ̲lɔcɛ yeno?	Is your older brother there?
9. I kɔ̲lɔmuso yeno?	Is your older sister there?
10. I ba̲lamɔɔlu̲ yeno?	Is your family there?
11. I dɛ̲̃muso yeno?	Is your daughter there?
12. I dɛ̲̃cɛ yeno?	Is your son there?

Drill B

(Responses to Drill A.)

1. Ĩ, e yeno.	Yes, she/he is there.
2. Ɔ̲̃-ɔ̲̃, a tɛ yeno.	No, she/he is not there.
3. Ĩ, a̲i yeno.	Yes, they are there.
4. Ɔ̲̃-ɔ̲̃, a̲i tɛ yeno.	No, they are not there.

After practicing the Family Member Drill and the Response Drill above, the tutor reads one question from Drill A and the learner responds with either *e yeno* or *ai yeno* depending on whether or not the question asks about one or more persons. Similarly, the answer may be 'no, he/they is/are not here'. If learners are only using the 'yes' form, the tutor should cue them with *ɔ̃-ɔ̃* to indicate they are to use the negative form.

Drill C

The questions in Drill A can be answered in a second, very common manner. The following drill provides practice with this other way.

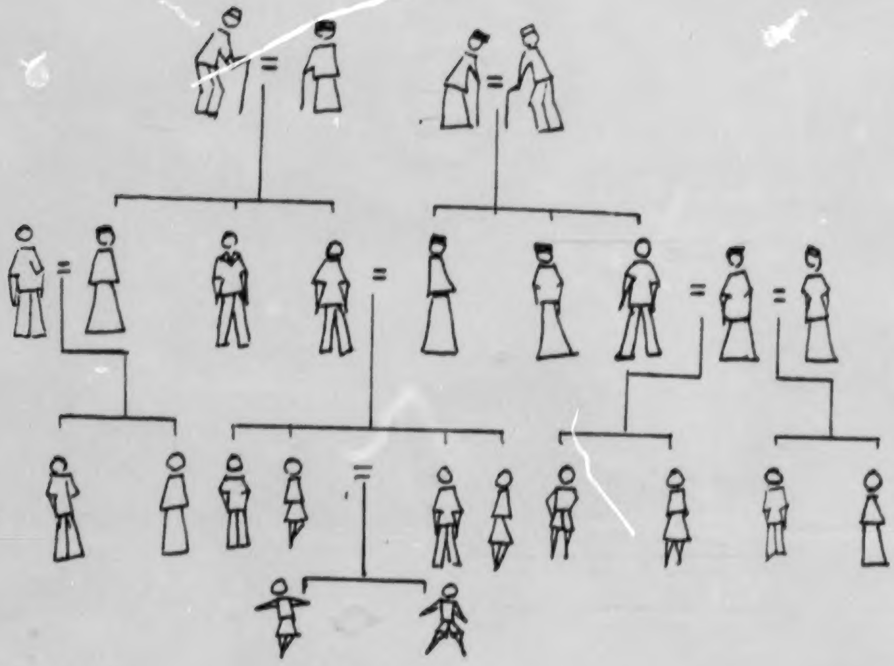
1. Tana t'a_la.	Nothing bad (to him/her).
2. Tana t'ai_la.	Nothing bad (to them).
3. Tana si t'a_la.	Nothing at all bad to her.
4. Tana si t'ai_la.	Nothing at all bad to them.

After practicing this drill, the tutor reads the questions from Drill A again and the students respond with a form from Drill C.

Drill D

This is a listen and repeat drill. The tutor reads the sentence and the learners repeat in unison. Each sentence is repeated three times, then the tutor checks individuals for pronunciation. The learners are then given the sentence and asked to give the English.

1. A muso lɛ ni.	This is his wife.
2. I ba lɛ ni.	This is your mother.
3. N dɛ̃nu lɛ ni.	These are my children.
4. Mɔ balamɔɔlu lɛ ni.	This is our family (our people).
5. Ai kɔlɔmuso lɛ ni.	This is your (pl.) older sister.
6. Ai dɔɔcɛ lɛ ni.	This is their younger brother.



Drill E

Use the drawing of the family. Assuming that the learner is the individual in the drawing marked 'ego', the tutor points to each figure and labels it with the appropriate name, e.g. i ba lɛ ni 'this is your mother'. The learner replies with n ba lɛ ni 'this is my mother'. And so on throughout the list of family names.

For example:

1. I muso lɛ ni. This is your wife.
2. N muso lɛ ni. This is my wife.

Drill F X̲ tɛ. "It is not an X."

1. Mɔ dɛ̲̃nu̲ tɛ.	They are not our children.
2. A̲i dɛ̲̃muso tɛ.	She is not their daughter.
3. I fa tɛ.	He is not your father.
4. N cɛ tɛ.	He is not my husband.
5. A kɔ̲lɔcɛ tɛ.	He is not his older brother.
6. Ai dɛ̲̃cɛ tɛ.	He is not your son.

For additional practice with the negative form, return to the drawing and have the tutor ask questions like ... 'is this your mother?' depending on the individual pointed out by the tutor the student would either respond 'yes, this is my mother' or 'no, he's not my brother.' Examples are shown under Drill G.

Drill G

1. I fa lɛ ni?	Is this your father?
2. Ĩ, n fa lɛ ni.	Yes, this is my father.
3. ɔ̲̃-ɔ̲̃, n fa tɛ.	No, he's not my father.

G. THE PRESENT PROGRESSIVE

Drill A

This drill should be used in the following way: the tutor reads the sentence, the learners listen. The sentence is repeated two more times. The tutor gives the English, then the tutor says the sentence again and the learners repeat; this is done two or three times. After the collective repetition the tutor checks with individuals to evaluate pronunciation.

1.	Ni kalãna.	I am reading.
2.	I sɛbɛlila.	You are writing.
3.	E kumala.	He is talking.
4.	Mɔ ye dɔnnila.	We are eating.
5.	Ai siini.	You are sitting down.
6.	Ai lɔni.	They are standing up.
7.	I bɔto lakɔli_la.	You are going to school.
8.	N taato luma.	I am going home.

As illustrated in Drill A there are three different ways to produce the progressive aspect in Mandingo. The most common way being that shown by examples 1-4. There are general rules as to which verbs take which form. It is best to learn the form a particuliar verb takes in this aspect when learning that verb. (See Grammar and Culture Notes at end of chapter.)

The next drill gives the learner practice with the various subject pronouns introduced in Drill A.

Drill B

This is a substitution drill. The (...) indicates that the pronoun or verb from the previous sentence should be re-used.

1.	Ni kalãna.	I am reading.
2.	...sɛbɛlila	I am writing.
3.	Ai ye...	They are writing.
4.	...bɔto lakɔli_la.	They are coming from school.
5.	A...	She is coming from school.
6.	...kumala.	

The tutor may continue the drill by supplying the learner with either a different pronoun or a different verb. The drill should be continued until learners show no further improvement.

Drill C I mĩdɛ la? "What are you doing?"

This drill gives the learner practice in answering the above question. First all the pronouns are practiced with the questions and then the tutor asks the questions giving a cue word, the learner uses the cue in answering the question.

1. Ni mĩdɛ la?	What am I doing?
2. I mĩdɛ la?	What are you doing?
3. E mĩdɛ la?	What is she/he doing?
4. Mɔ ye mĩdɛ la?	What are we doing?
5. Ai ye mĩdɛ la?	What are you (pl.) doing?
6. Ai ye mĩdɛ la?	What are they doing?

1. Ni mĩdɛ la? (kalã)	What am I doing?
I kalãna.	You are studying.
2. I mĩdɛ la? (kuma)	What are you doing?
Ni kumala.	I am talking.
3. E mĩdɛ la? (siini)	What is he doing?
A siini.	He is sitting down.
4. Mɔ ye mĩdɛ la? (taato luma)	What are we doing
Ai taato luma.	You are going home.
5. Ai ye mĩdɛ la? (lɔni)	What are you doing?
Mɔ lɔni.	We are standing up.
6. Ai ye mĩdɛ la? (dɔ̃ni)	What are they doing?
Ai ye dɔ̃ni la.	They are eating.

H. GRAMMAR AND CULTURE NOTES

1. Greetings - Culture Note

Greetings are very important in Mandingo society, as evidenced by the severity of the accusation 'you saw me but you didn't greet me.' The day is generally divided into four major parts with a different greeting used at each time: sɔɔma is used until about 10 a.m.; tili is used from 10 a.m. to about 2 p.m.; wula is used from 2 p.m. until about 6 p.m.; and su after 6 p.m. Greetings can last for a long time if one asks about every member of the others family. However, if you don't know a person well 'good morning' or 'how was your night' is sufficient.

Once you progress past simply greeting people, it is important to remember to shake the person's hand. Liberians shake hands much more than Americans. In some cases it can be considered an insult not to shake a person's hand. Have your tutor show you how to do the Liberian 'snap.' The snap is actually more important than the shake itself and is often performed very slowly after a soft handshake.

2. The Present Progressive

To express the equivalent of the English 'he is ...ing', referring to an activity that is in progress, one generally adds the suffix -la (-na after a verb ending in a nasal vowel) to the verb; for example:

ka ka̲lã	'to read'	E ka̲lãna.	'She is reading.'

Some verbs require that the suffix -li be added to the verb before the -la suffix. Because there is no way to predict which verbs take the -li suffix, they must be memorized. Examples are:

ka sɛ̲bɛ	'to write'	E sɛ̲bɛlila.	'She is writing.'
ka ti̲bi	'to cook'	E ti̲bilila.	'He is cooking.'

Still other verbs form the progressive with the addition of the suffix -to. There are only a few of these verbs. In this lesson you have seen taa 'to go' and na 'to come.'

I. HOMEWORK

1. Write a dialogue using some of the expressions in the lesson. Make each speaker have 5 lines. Bring it to class and have your tutor correct it. After corrections, practice it with another learner, or your tutor. Record the dialogue for listening practice.
2. If you live in a Mandingo speaking area, greet 3 Mandingos on the street. Children are excellent practice partners. Report your experiences back to the class.
3. Notice the names of Mandingo speakers on taxis and shops. How many different ones can you find?
4. Record the Main Dialogue for listening practice. Memorize the Main Dialogue and recite it in class.

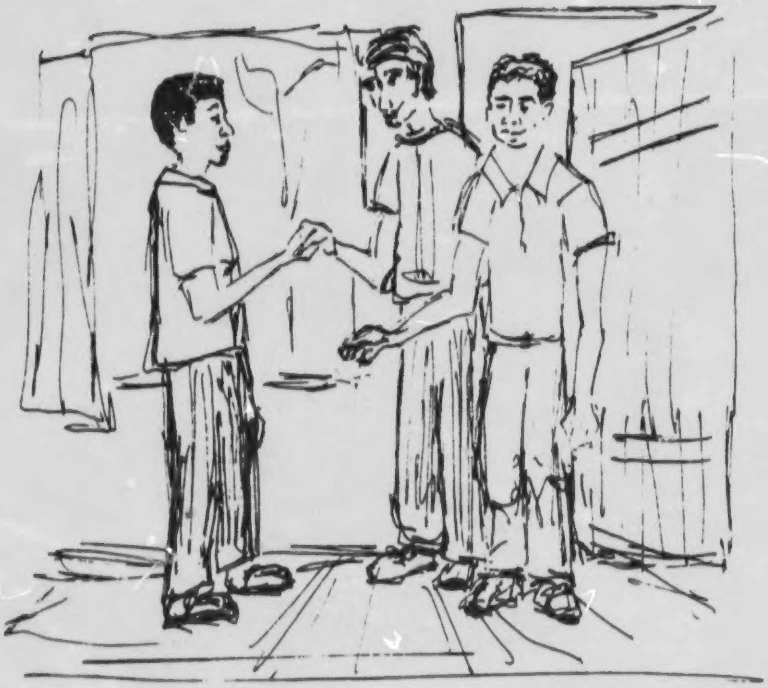
J. SELF-EVALUATION

1. Can you recite the Main Dialogue from the lesson?
2. Can you greet someone at the 4 different times of day?
3. Can you name 10 family member terms?
4. Can you translate the following into Mandingo?
    a. What are we doing?
    b. How are your people?
    c. She is not my older sister.
    d. They are going to school.
    e. Is he eating?
5. Can you respond to the following questions?
    a. I mĩdɛ la?
    b. I ba̲ yeno?
    c. I bɔ̲to mĩni?
    d. I taato mĩni?
    e. Mɔ̲si o̲.

6. Define the following words and use each in a sentence.

duunyɔ̆ɔ̃
si
ti̲bi
ka̲lă
dɔ̲ɔcɛ
dɛ̃muso
tili
taa
hɛrɛ
jamana

LESSON 4



SMALL TALK

This lesson is designed to introduce some basic questions and answers revolving about the exchange of personal information. The main dialogue consists of an exchange of information between an American and a Liberian. The text is a description of a Mandingo, giving the type of information stressed in the lesson.

A. GOALS

1. To learn the names of eight common occupations.
2. To learn to ask and answer questions about a person's name, hometown, nationality or ethnic group, and occupation.
3. To have additional practice with subject pronouns.
4. To have additional practice with 'who', 'what' and 'where' questions.
5. To learn how to form the possessive with alienable nouns.

B. VOCABULARY

B.1 Ethnic Group Names

falagbɛ...bright
Gbɛsɛ...Kpelle
Jafoba...Mano, Gio
Mãniya...Mandingo
Tɔ̲ma...Loma
tuabu, tubabu...foreigner

B.3 Place Names

Labiya...Liberia
Lagini...Guinea
Ngapa...Ganta
Suakokodu...Suakoko
Zorzorwu...Zorzor

B.5 Common Women's Names

Hawa
Fanta
Mabulu
Maliamu

B.7 Common Last Names

Kamara
Keita
Talawoley
Sirleaf

B.9 Others

fɛ(pp.)...with
su(adj.)...kind, type

B.2 Occupations

dɔlɔtɔlɔ...nurse, doctor
falagbɛ...PCV
fa̲nikalaba, also tayɛlɛ...tailor
jula, also, joyakɛba...trader
ka̲lamɔɔ...teacher
lakɔlidɛ̃...student
lakɔli-kalamɔɔ...school teacher
mɔ̲̃biliboliba, also sɔfɛlɛ...driver
sɛ̲nɛkɛba...farmer

B.4 Nouns

ba̲ale...work
falagbɛjamana...any whiteman's land
jamana...country
mobili...car
tɔ̲ɔ (inal.)...name

B.6 Common Men's Names

Seku
Abu
Lasana
Mamadi

B.8 Verbs

ka bɔ̲ X_la...to come from/out of X
ka sii X_fɛ...to live with X
ka sɔlɔ...to be born

B.10 Phrases

X ye Y lɛ lɛ...X is a Y
Y lɛ X lɛ...Y is an X
i tɔ̲ɔ di?...what's your name?
mɔ̲ɔ su mĩdɛ l'i lɛ?...'what ethnic group are you? (lit., What kind of person are you?)

C. MAIN DIALOGUE

C.1 Listening and Understanding

Listen to the dialogue as the tutor reads it through once. Some of the words will be familiar to the learner. During the second reading the learners should attempt to pick up additional meaning from context. During the third reading, the tutor stops after each sentence and gives the English. The sentence is repeated after the English is given. Next as the tutor reads a sentence, the learners give the English. After the students fully understand what the meaning of the dialogue is, they are ready for production.

NOTE: Some learners are very visually oriented and are greatly helped in their language learning by 'seeing' what they are hearing. The learners may open their books while the tutor reads the third time and gives the English meaning. Then the books should be closed again.

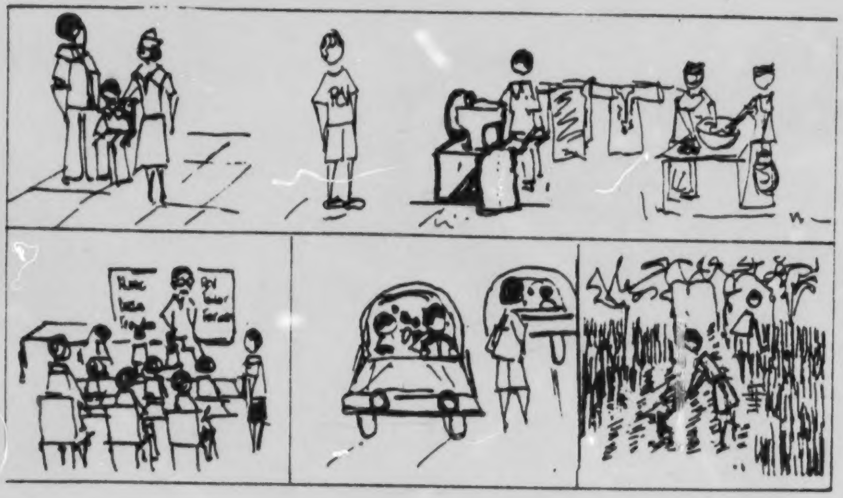
A:	Ni wu̱la.	Good afternoon.
B:	Ĩ, ni wu̱la. Tana ma tili?	Yes, good afternoon. How's your day?
A:	Kasi t'Alla_ma. N tɔ̱ɔ lɛ Mary. Falagbɛ lɛ n lɛ. I tɔ̱ɔ di?	Not bad. My name is Mary. I'm a PCV. What's your name?
B:	N tɔ̱ɔ lɛ Seku. I ba̱ale su mĩdɛ la?	My name is Seku. What kind of work do you do?
A:	Ni lakɔli-kalamɔɔ lɛ la. I bɔ̱to mĩni?	I'm a teacher. Where are you from?
B:	N bɔ̱to Saniquelle. Ni taala lakɔli_la yano. I bɔ̱to mĩni?	I'm from Saniquelle. I go to school here. Where are you from?
A:	N bɔ̱to Michigan falagbejamana_lɔ.	I'm from Michigan in America.

C.2 Production

Follow the instructions given in Lesson 3. The dialogue should be memorized for the following class session, each learner being prepared to do either part. Act the dialogue out with handshake and eye contact.

C.3 Dialogue Variation

To give learners the opportunity to 'see' as well as hear the language, the different parts of the dialogue may be written on different halves of a blackboard or large piece of paper. Learners (in groups or individually) are assigned either part A or part B. Learners should only use the visual cue to jar their memories, that is, look at the sentence, then look away and say it. If a blackboard or similar object is not available learners may glance at their books and then look up to recite.



D. OCCUPATIONS

Drill A X ye Y lɛ lɛ

1. Ni lakɔlidɛ̃ lɛ lɛ.	I am a student.
2. I dɔlɔtɔlɔ lɛ lɛ.	You are a doctor/nurse.
3. E lakɔli-kalamɔɔ lɛ lɛ.	She is a school teacher.
4. Mɔ ye falagbɛ lɛ lɛ.	We are PCV's.
5. Ai ye sɛnɛkɛla lɛ lɛ.	You are farmers.
6. Ai ye fanikalaba lɛ lɛ.	They are tailors.
7. Seku ye mõbiliboliba lɛ lɛ.	Seku is a driver.
8. N an'e jula lɛ lɛ.	She and I are traders.

Drill B X lɛ Y lɛ

1.	Jula lɛ Hawa lɛ.	Hawa is a trader.
2.	Dɔlɔtɔlɔ lɛ Debby lɛ.	Debby is a nurse.
3.	Lakɔlidɛ̃ lɛ Mamadi lɛ.	Mamadi is a student.
4.	Sɛnɛkɛba lɛ mɔ lɛ.	We are farmers.
5.	Falagbɛ lɛ n lɛ.	I am a PCV.
6.	Lakɔli-kalamɔɔ l'ai lɛ.	They are teachers.
7.	Mõbiliboliba l'a lɛ.	He is a driver.
8.	Fanikalaba l'i lɛ.	You are a tailor.

Drill C X tɛ Y lɛ

1.	N fa tɛ mõbiliboliba lɛ.	My father is not a driver.
2.	N ba tɛ jula lɛ.	My mother is not a trader.
3.	A kɔlɔcɛ tɛ fanikalaba lɛ.	His older brother is not a tailor.
4.	Mɔ dɛ̃nu tɛ lakɔlidɛ̃ lɛ.	Our children are not students.
5.	Ai cɛ tɛ sɛnɛkɛba lɛ.	Their husband is not a farmer.

Drill D X tɛ Y lɛ

1.	Lakɔli-kalamɔɔ tɛ n lɛ.	I am not a teacher.
2.	Falagbɛ tɛ n ba lɛ.	My mother is not a PCV.
3.	Dɔlɔtɔlɔ tɛ mɔ fa lɛ.	Our father is not a nurse.
4.	Sɛnɛkɛba t'a lɛ.	He is not a farmer.
5.	Lakɔlidɛ̃ t'i lɛ.	You are not a student.

Drill E

In this drill the tutor reads one of the questions and after the learners understand the meaning of each, the tutor supplies a cue word, such as fanikalaba 'tailor', and the learner responds with either ni fanikalaba lɛ lɛ or fanikalaba lɛ n lɛ 'I am a tailor.' The drill can be expanded by the tutor using other subject pronouns or family member terms.

1.	I mĩdɛ la?	What do you do?
2.	I baale su mĩdɛ la?	What kind of work do you do?

Drill F

1.	Mãniya lɛ Seku lɛ.	Seku is Mandingo.
2.	Gbɛsɛ l'ai lɛ.	They are Kpelle.
3.	Jafoba lɛ sɛnɛkɛba lɛ.	The farmer is Mano.
4.	Tɔma lɛ cɛlu lɛ.	The men are Loma.
5.	Falagbɛ lɛ n lɛ.	I am a bright.
6.	Tubabu lɛ mɔ lɛ.	We are not foreigners.

Drill G

1.	Mãniya tɛ falagbɛlu lɛ.	The PCV's aren't Mandingo.
2.	Tɔma tɛ mõbiliboliba lɛ.	The driver isn't Loma.
3.	Tubabu tɛ dɔlɔtɔlɔ lɛ.	The doctor isn't a foreigner.
4.	Gbɛsɛ t'i lɛ.	You aren't Kpelle.
5.	Jafoba tɛ jula lɛ.	The trader isn't Mano.
6.	Falagbɛ tɛ n ba lɛ.	My mother isn't a bright.

Drill H Mɔɔ su mĩdɛ l'i lɛ? 'What is your ethnic group?

The question in this drill is to be used in the same way as those in Drill E. The tutor asks each learner the question and supplies a cue word for example, mãniya 'Mandingo' and the learner replies mãniya lɛ n lɛ 'I am Mandingo'. The drill can be expanded by the tutor using other subject pronouns, family member terms or occupations.

E. SMALL TALK

1.	I tɔɔ di?	What is your name?
2.	I bɔni mĩni?	Where are you from?
3.	I sɔlɔni mĩni?	Where were you born?
4.	I siini mĩni?	Where do you live?
5.	I siini jɛnɛ_fɛ?	Who do you live with?

Drill A

1. N ba bɔni Ngapa.	My mother comes from Ganta.
2. Sɛnɛkɛba bɔni Laguini.	The farmer is from Guinea.
3. Muso bɔni tɛ Labiya.	The woman is not from Liberia.
4. Falagbɛ bɔni Minnesota.	The PCV is from Minnesota.
5. A bɔni tɛ Suakokodu.	She is not from Suakoko.

Drill B

1. I sɔlɔni falagbɛjamana_la.	You were born in the 'whiteman's land'.
2. N sɔlɔni Labiya.	I was born in Liberia.
3. Ai cɛ kɔlɔmuso sɔlɔni yano.	Their husband's older sister was born here.
4. Mɔ sɔlɔni tɛ yeno.	We were not born there.
5. N fa sɔlɔni tɛ Zorzorwu.	My father was not born in Zorzor.

Drill C

1. I siini Gbarnga.	You live in Gbarnga.
2. N siini tɛ yano.	I don't live here.
3. A cɛ siini Monrovia.	Her husband lives in Monrovia.
4. Sɛnɛkɛba siini tɛ yeno.	The farmer doesn't live there.
5. Tubabu siini Laguini.	The foreigner lives in Guinea.

Drill D

1. I siini i ba_fɛ.	You live with your mother.
2. N siini t'ai_fɛ.	I don't live with them.
3. A siini fanikalaba_fɛ.	He lives with the tailor.
4. Mɔ dɛmuso siini tɛ mɔ_fɛ.	Our daughter doesn't live with us.
5. Dɔlɔtɔlɔ siini a balambɔɔlu__fɛ.	The doctor lives with his people.

Drill E

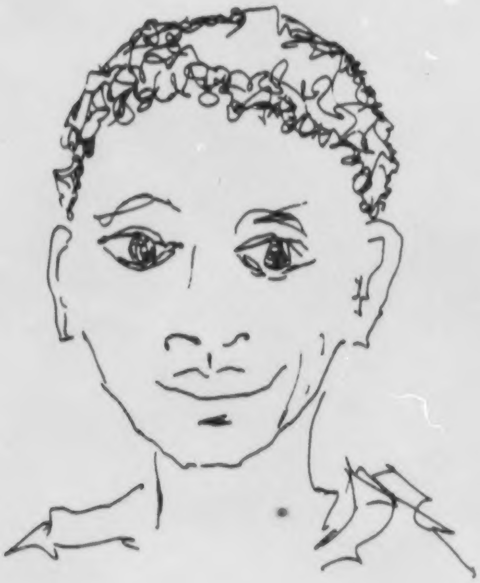
1. I tɔ̱ɔ lɛ Lassana.	Your name is Lassana.
2. N tɔ̱ɔ lɛ Hawa.	My name is Hawa.
3. A tɔ̱ɔ tɛ Mary.	Her name is not Mary.
4. Mɔ tɔ̱ɔ lɛ Kamara.	Our name is Kamara.
5. I tɔ̱ɔ tɛ Fanta.	Your name is not Fanta.

After the Drills A-E have been completed, the tutor should practice the questions listed at the beginning of this section with the learners so that each is able to answer the questions correctly. After the learners master answering the questions, they should practice asking them of one another. This may be done in a chain fashion as follows: the tutor asks one learner who answers the question, that learner asks the questions of the person seated next to him/her and so on around the group.

F. TEXT

F.1 Understanding the Text

Learners should listen to the following with their books closed. Many of the words will be familiar to the learners from the dialogue. The tutor reads the text twice. The third time, the tutor should read the text one sentence at a time. The learners attempt to give the English translation. The tutor should make corrections as necessary. Learners may open their books during the third reading. Do not continue with a fourth reading until all learners understand the meaning of every sentence. The tutor then reads the text a fourth time with learners' books closed. Learners concentrate on understanding each sentence as a unit.



N tɔ̲ɔ lɛ Abu. Mãniya lɛ n lɛ. N sɔlɔni Ngapa. N ba̲ ni n fa yeno. N fa bɔ̲ni Lagini. A tɔ̲ɔ lɛ Mamadi. Fa̲nakalaba l'a lɛ. N ba̲ bɔ̲ni Labiya. A tɔ̲ɔ lɛ Fanta. Jula l'a lɛ. N siini n fa kɔ̲lɔcɛ lɛ_fɛ Gbarnga. Ni taala lakɔli_la yano. Ni lakɔlidɛ̃ lɛ lɛ.

F.2 How to Use the Text

After having worked through the text the learners should memorize it for recitation. The text can also be used as a dictation drill. For this, the tutor reads the text one sentence at a time, repeating each sentence 3 times. The learners write down what they hear. Always try to mark the tones. Check the transcription against the book. Have the tutor reread any problem sentences. Having used the text for a dictation drill will make it easier to memorize.

For help in memorizing the text and to have more Mandingo to listen to, use a tape recorder. Have your tutor read the text at normal speed. You may also wish to have him read it at a slower pace, phrase by phrase and record this version also. Also record the questions, making certain that there is a long enough pause between questions to allow you to respond.

Nyinikalilu̱

1. Mɔ̱ɔ su mĩdɛ lɛ Abu lɛ?
2. A sɔlɔni mĩni?
3. A fa bɔ̱ni mini?
4. A fa tɔ̱ɔ di?
5. A fa ba̱ale su mĩdɛ la?

6. A ba̱ bɔ̱ni mĩni?
7. A tɔ̱ɔ di?
8. A ba̱ale su mĩdɛ la?
9. Abu siini jɛnɛ_fɛ?
10. E mĩdɛ la Gbarnga?

My name is Abu. I am Mandingo. I was born in Ganta. My mother and my father are there. My father comes from Guinea. His name is Mamadi. He is a tailor. My mother comes from Liberia. Her name is Fanta. She is a trader. I live with my father's older brother in Gbarnga. I go to school there. I am a student.

1. What ethnic group is Abu?
2. Where was he born?
3. Where is his father from?
4. What is his father's name?
5. What kind of work does his father do?
6. Where is his mother from?
7. What is her name?
8. What kind of work does she do?
9. Who does Abu live with?
10. What does he do in Gbarnga?

G. ALIENABLE POSSESSIVE FORMS

na siifɛ̃	'my chair'	mwa siifɛ̃lu̲	'our chairs'
ya siifɛ̃	'your chair'	aya siifɛ̃lu̲	'your chairs'
a siifɛ̃	'her/his chair'	a̲ya siifɛ̃lu̲	'their chairs'

Drill A

1. Ya bu̲ku lɛ ni.	This is your book.
2. A kala lɛ we.	That is your pencil.
3. Mwa mõ̲bili lɛ.	It is our car.
4. A̲ya lakili tɛ.	It's not their chalk.
5. Na siifɛ̃ tɛ we.	That's not my chair.
6. Seku ya bõ̲ lɛ we.	That is Seku's house.

For additional practice the tutor should point to various objects in the classroom that the learners know the names of and ask questions similar to the following:

Ya bu̲ku lɛ ni?	Is this your book?

The tutor can instruct one learner to ask another if an object belongs to that individual.

After these drills have been completed the tutor may point to an object and ask j̲ɛ̲n̲ɛ̲ ̲y̲a̲ ̲b̲u̲k̲u̲ ̲l̲ɛ̲ ̲w̲e̲? 'whose book is that?'. The tutor then chooses a learner to give a response. If the learner has difficulty the tutor may supply a cue word or move to a different learner. If the tutor moves to a different learner, he should then return to the originally chosen one and have that learner repeat the answer.

H. GRAMMAR AND CULTURE NOTES

1. X ye Y lɛ lɛ or Y lɛ X lɛ

This structure is used to equate one noun or pronoun with a second noun. There is no basic difference in meaning between using one or the other form. However there does seem to be a difference in emphasis, although this is variable among speakers. Ask your tutor if one structure is more common. There is only one negative form, for example mãniya tɛ n lɛ 'I am not Mandingo'.

E sɛnɛkɛba lɛ lɛ.	He is a farmer.
Sɛnɛkɛba l'a lɛ	He is a farmer.
Sɛnɛkɛba t'a lɛ.	He is not a farmer.

2. Occupational Names--Culture Note

Have your tutor explain the parts which make up the names of the occupations, e.g. fanikalaba 'cloth-sew-er'. The -ba suffix is much like the English -er and means 'one who does'. In Busekan this suffix is replaced by -la. The vocabulary contains two names for some occupations. As you can see some are derived from English and others from French.

3. -ni

The suffix -ni was used in several of the personal information questions introduced in this lesson. When attached to the verb it gives the meaning of 'being in the state of'. It is also used in the formation of adjectives (See Lesson 8), so it can be thought of as attributing the quality of the verb to the subject.

I bɔni mĩni?	Where do you come from? Where do you come out of?

You will have noticed that the negative of such verb forms follows the verb, unlike the verbs introduced in Lesson 3, where the negative preceded the verbs.

N bɔni tɛ yano.	I don't come from there.

4. Alienable Possession

The majority of nouns in Mandingo are alienable, that is, they are not considered intimately related to the possessor. With nouns this possessive form is made by using the connector ya. For example:

Seku ya bõ	Seku's house
Hawa ya buku	Hawa's book

The same connector is used with pronouns but like the ye in verb phrases it combines with some of the pronouns. While it is helpful to know how these forms arise it may be easiest to just memorize the forms as given.

na buku	my book
i ya buku	your (sing) book
a buku	her/his book
mwa bukulu	our books
aya bukulu	your (plur.) books
aya bukulu	their books

I. HOMEWORK

1. Using all the questions in the lesson, write a dialogue between two Liberians who come from different towns and are of different ethnic groups. Bring the dialogue to class and after having your tutor correct it, practice it. Record it for home listening.
2. Write your own biography including the type of information found in the text. After your tutor checks it for you, memorize it.
3. If you are in a Mandingo speaking area or have Mandingo friends, get them to practice your new questions and answers with you. To make yourself more relaxed you may want to do this over a meal or while just visiting.
4. Find out from your tutor or other people in your community what sorts of occupations the Mandingos have. How does a person who wants to enter one of these occupations go about it? If he's Mandingo? If he's not? Report back to the class. You may also want to ask what types of jobs other ethnic groups work at.
5. Memorize the Main Dialogue for recitation in class.

J. SELF-EVALUATION

1. Answer the following questions in Mandingo.
   - a. Mɔɔ su mĩdɛ la?
   - b. I tɔɔ di?
   - c. I sɔlɔni mĩni?
   - d. I siini mĩni?
   - e. I baale su mĩdɛ la?
   - f. I baale la jɛnɛ_fɛ?
2. Translate the following into Mandingo.
   - a. His older brother works with the farmers.
   - b. That is my book.
   - c. His mother is a trader.
   - d. The Kpelle are not tailors.
   - e. Our doctor lives with his mother's older sister.
3. Can you give the names of the eight occupations in this lesson?
4. Can you give the names of four ethnic groups in Liberia?
5. Can you recite a short biography of yourself including the information emphasized in this lesson?
6. Can you recite the Main Dialogue?
7. Define the following words and use each in a sentence.

su
sɔlɔ
jula
falagbɛ
dɔlɔtɔlɔ

Ngapa
Mãniya
tubabu
sɛnɛkɛba
sii X_fɛ

LESSON 5

REVIEW LESSON

This is the first of four review lessons. These are designed to test the learner's competency in the materials covered. Unlike the other lessons, the learner should not look over the text or dialogue before working with the tutor. The text should be used with greater emphasis on listening comprehension. After the text has been read two times, the tutor then reads each sentence three times; the learners write it down. After dictating the entire text, the learners may open the book and check their transcription. Any sentences which gave difficulties should be dictated again. The text is then read again by the tutor with learners' books closed. The tutor then asks the questions at the end of the text. Learners may respond orally and also write their responses. Each question should be repeated three times. Examples of appropriate translations for the sentences, text and dialogue are to be found at the end of the lesson.

A. TEXT

N duunyɔ̃ɔ̃ lɛ ni. A tɔɔ lɛ Seku. Mŏbiliboliba l'a lɛ. A siini Suakokodu a balamɔɔlu_fɛ. A muso ye baalela a_fɛ. A kɔlɔcɛ ye madasa-kalamɔɔ lɛ lɛ. A dɔɔcɛ ye fanikalaba lɛ lɛ.

1. N duunyɔ̃ɔ̃ tɔɔ di?
2. E baale su mĩdɛ la?
3. A siini Suakokodu jɛnɛ_fɛ?
4. Jɛnɛ ye baalela a ba_fɛ?
5. Ai ye lakɔlikalamɔɔ lɛ lɛ?
6. A fa ye sɛnɛkɛba lɛ lɛ?
7. Seku dɛ̃nu ye baalela jɛnɛ_fɛ?
8. A kɔlɔcɛ ye kalamɔɔ su mĩdɛ lɛ lɛ?
9. Jɛnɛ ye fanikalaba lɛ lɛ?

B. DIALOGUE

The tutor and the learner take turns initiating a greeting sequence appropriate for the four divisions of the day. Each sequence should include questions like 'What news?', 'How was your night?', and several questions regarding family members. The sequence should end with a leavetaking. The learners may also practice the greetings with one another while the tutor listens and offers corrections on pronunciation.

The following dialogue may be used as a translation drill. The tutor reads a sentence and the learners give the English meaning.

A: N fa, ni sɔɔma.
B: Ĩ, ni sɔɔma. Tana ma si?
A: Ĩ, tana ma si?
B: Kasi t'Alla_ma.
A: N tɔ̱ɔ lɛ John. Falagbɛ lɛ n lɛ. I tɔ̱ɔ di?
B: N tɔ̱ɔ lɛ Abu. I siini mĩni?
A: N siini Ngapa. I ba̱ale su mĩdɛ la?
B: Ni sɛ̱nɛkɛba lɛ lɛ.
A: Ni yano ka ba̱ale sɛ̱nɛkɛbalu̱_fɛ.
B: O̱ ka nyi.

C. SENTENCE DICTATION

The tutor reads each sentence three times. The learners write them down. After all the sentences have been dictated and checked, any that gave difficulties should be repeated. The learners should then translate the sentences into English.

1. A tɔ̱ɔ di mãniyakã_na?
2. I bo̱lo tilẽ i kũ_na ani i bo̱lo_la.
3. N kɔ̱lɔmuso lɛ we.
4. I ba̱lamɔɔlu̱ yeno?
5. Abu_ma nyinika a sɔlɔni mĩni?
6. Michelle ye falagbɛ lɛ lɛ.
7. I ba̱ale su mĩdɛ la?
8. N fa ani n dɔ̱ɔcɛ ye fa̱nikalaba lɛ lɛ.
9. Gbɛsɛ tɛ mɔ lɛ.
10. Jɛnɛ ye ka̱lãna?

D. TRANSLATION: Mandingo to English

Learners open their books and read the sentence in the book aloud. The tutor makes corrections in pronunciation as necessary. The learners then give the English equivalent.

1. Ya buku ta.
2. Buku ni lakili ye mĩni?
3. I k'i bolo tu i nya_la ani i tolo_la.
4. Hawa dɛ̃nu lɛ we.
5. I tana ma si?
6. Falagbɛ ye baale la sɛnɛkɛbalu_fɛ.
7. Lakɔlidɛ̃lu ye sɛbɛlila.
8. Fanta tɛ jula lɛ.
9. A tɔɔ lɛ Seku.
10. Jɛnɛ tɛ dɔ̃nila?
11. Lakɔlidɛ̃nu tɛ yano.

E. TRANSLATION: English to Mandingo

Learner should listen as tutor gives the English sentence and then write the equivalent Mandingo sentence. To check the sentences the tutor may read the English again and have the learners read their sentences aloud. Learners may check their written answers against those in the book.

1. Open the door.
2. Where are the windows?
3. Here are my fingers.
4. He doesn't understand.
5. My mother's name is not Hawa.
6. Tell Mamadi to go to the blackboard.
7. Lasana and Seku are drivers.
8. We are not from Gbarnga.
9. We don't live with our older brother.
10. Who is talking with Fanta?
11. The people aren't there.

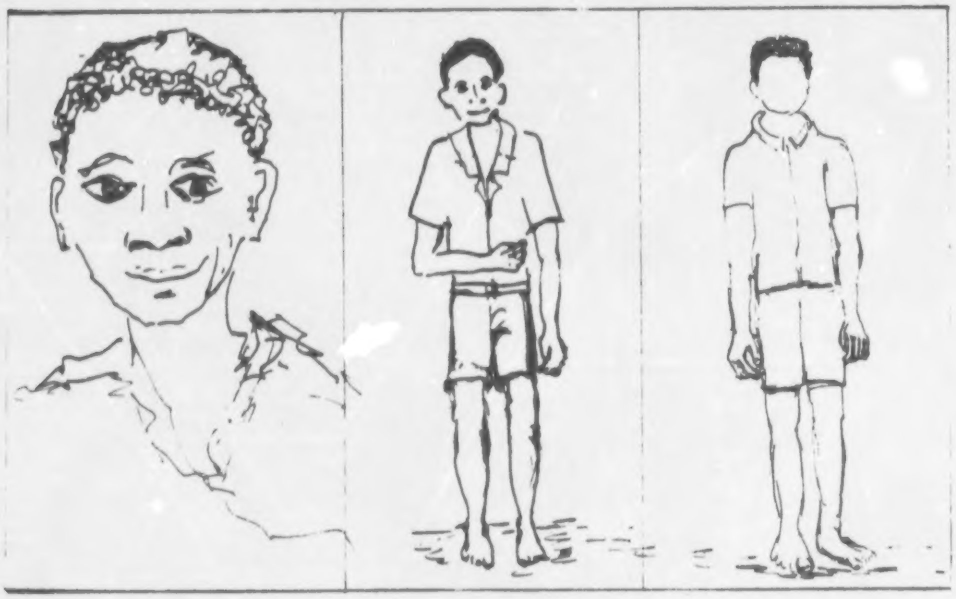
F. ANSWERING QUESTIONS

The tutor should read each question. Learners respond verbally.

1. Mɔ̱ɔ su̱ mĩdɛ l'i lɛ?
2. I sɔlɔni mĩni?
3. I siini mĩni?
4. I fa tɔ̱ɔ di?
5. I ba̱ale su mĩdɛ la?
6. I ba̱alela jɛnɛ_fɛ?
7. I mĩdɛ la?
8. Ni tili.
9. Tana ma tili?
10. Mĩdɛ ko ye?
11. I ba̱lamɔɔlu̱ yeno?
12. Mɔ̱si o̱.

G. PARTS OF THE BODY

Label the body parts on the drawings.



H. INALIENABLE POSSESSION AND ALIENABLE POSSESSION

Translate the following phrases.

my eye
your (sg) pencil
our books
their older brother
my chairs
her back
your (pl) pencil
your (sg) nose
his chalk
the farmer's daughter
the driver's seat

I. VOCABULARY

Define each of the following and use it in a sentence.

mĩni
dalatũ
kɔ̱nɔ
laso
sɔɔma
tilẽ
dɛ̱̃muso
jɛnɛ
taa
di
dɔ̃

ANSWERS

A. TEXT

This is my friend. His name is Seku. He is a driver. He lives in Suakoko with his people. His wife works with his mother. They are traders. His father is a farmer. Sekou's children work with him. His older brother is a Koranic teacher. His younger brother is a tailor.

1. What is my friend's name?
2. What kind of work does he do?
3. Who does he live with in Suakoko?
4. Who works with his mother?
5. Are they school teachers?
6. Is his father a farmer?
7. Who do Seku's children work with?
8. What kind of a teacher is his older brother?
9. Who is a tailor?

B. DIALOGUE

A: My father, good morning.
B: Yes, good morning. How was your night?
A: Alright. How was your night?
B: No problem.
A: My name is John. I am a PCV. What's your name?
B: My name is Abu. Where do you live?
A: I am living in Ganta. What kind of work do you do?
B: I am a farmer.
A: I am here to work with farmers.
B: That's good.

D. TRANSLATION: Mandingo to English

1. Pick up your book.
2. Where is the book and the chalk?
3. Don't touch your eye or your ear.
4. Those are Hawa's children.
5. How did you spend the night?
6. The Peace Corps volunteer works with the farmers.
7. The students are writing.
8. Fanta isn't a trader.
9. His name is Seku.
10. Who isn't eating?
11. The students aren't here.

E. TRANSLATION: English to Mandingo

1. Da laka.
2. Funatɛlɛlu̲ ye mĩni?
3. N bo̲lokɔnilu̲ tɛ yano.
4. A m'a nyaye.
5. N ba̲ tɔ̲ɔ tɛ Hawa.
6. A fo̲ Mamadi ye a ye taa tabulo_ma.
7. Lasana ani Seku ye mõ̲biliboliba lɛ lɛ.
8. Mɔ bɔ̲ni tɛ Gbarnga.
9. Mɔ siini tɛ mɔ kɔ̲lɔcɛ_fɛ.
10. Jɛnɛ ye ku̲mala Fanta_fɛ?
11. Mɔ̲ɔlu̲ tɛ yeno.

F. ANSWERING QUESTIONS

1. What ethnic group are you?
2. Where were you born?
3. Where do you live?
4. What is your father's name?
5. What kind of work do you do?
6. Who do you work with?
7. What are you doing?
8. Good afternoon.
9. How's the day?
10. What news?
11. How's your family?
12. Goodbye.

LESSON 6

LOCATION, FOOD, ANIMALS

In this lesson the learner is introduced to the way in which location is expressed in Mandingo and is shown how to form the simple past tense for most verbs. The main dialogue stresses the use of postpositions. The text concentrates on the use of location.

A. GOALS:

1. To learn the names of some common foods, animals and places.
2. To learn how to express location using postpositions.
3. To review how to express 'here' and 'there'.
4. To learn how to form the simple past tense for non-locational expressions.

B. VOCABULARY

B.1 Domestic Animals:

(bilafẽnu)
ba...goat
buyõ...pig
nisi...cow
saa...sheep
sise...chicken
wulini...dog

B.3 Fruits:

(jilidɛ̃nu)
jabibi...pineapple
lembulu...orange
mãgolo...mango, jama plum
mãnyi...paw paw
namasa...banana

B.5 Other Nouns:

bi...today
kesu...box
jili...tree
tuma...time

B.7 Postpositions:

banama...outside
cama...between
dafɛ, also tɔɔfɛ...near, next to
duuma...on the ground
ka, also kɔ_ka...on (top of)
kɔlɔ...under, underneath
kɔma...behind, in back of
kɔnɔ...in, inside of
la/lɔ...at, to, from
ma...at, to
nyama...in front of
tɔɔfɛ, also dafɛ...near, next to

B.2 Other Foods:

(dɔ̃nifẽ dilu)
bãnaku...cassava
-bulu...leaf (suffix)
filabulu...greens, cabbage
fɔlɔto...hot pepper
jawa...onion
-kili...egg (suffix)
sisekili...chicken egg
kini...cooked rice
malo...rice, uncooked
nyo...corn
tia...peanut, groundnut
tulu...cooking oil, grease, butter

B.4 Places:

(yɔlɔlu)
bõ...house
dɔlɔtɔlɔ(bõ)...hospital, clinic
gbe, gbeloya...field, open area
lakɔli...school
lɔɔ, lɔɔfɛ...market
luma...yard, compound
sɛnɛ, sɛnɛkɛya...farm
sɛnɛlɔ...village
so...town
toda...village
tu, tuloya...bush
wa...bush
wula...forest

B.6 Verbs:

ka kɔ...to want, need
ka tibili kɛ...to cook
ka yɛ...to see

B.8 Miscellaneous:

di...some

fana...also

lɛ...emphasis marker

C. MAIN DIALOGUE

A:	·I bɔ̲to mĩni?	Where are you coming from?
B:	N bɔ̲to sɛ̲nɛ_la.	I'm coming from the farm.
A:	Ya sɛ̲nɛ ye mǐni?	Where is your farm?
B:	Na sɛ̲nɛ ye so̲_kɔma dɔlɔtɔlɔbŏ_tɔɔfɛ.	My farm is outside of town next to the hospital.
A:	I lɛ bɔ̲to mǐni?	Where are you coming from?
B:	N bɔ̲to dɔlɔtɔlɔ_la. Ni ba̲alela yeno.	I'm coming from the hospital. I work there.
A:	I taato mǐni?	Where are you going?
B:	N taato lɔ̲ɔfɛ_lɛ. Ni ji̲lidɛ̃ ani ma̲lo di kɔ.	I'm going to the market. I need some fruit and rice.
A:	N fana taata yeno. N jawalu̲ ani malo lɛ kɔ.	I'm going there too. I need onions and rice.

Repeat the procedure outlined in Lesson 4 for this dialogue and, subsequently, all dialogues presented throughout this book. Before moving beyond the Main Dialogue of any lesson, the learners should be able to recite each line with a minimal amount of hesitation. Main Dialogues should be memorized and recited in class before proceding to the next lesson.

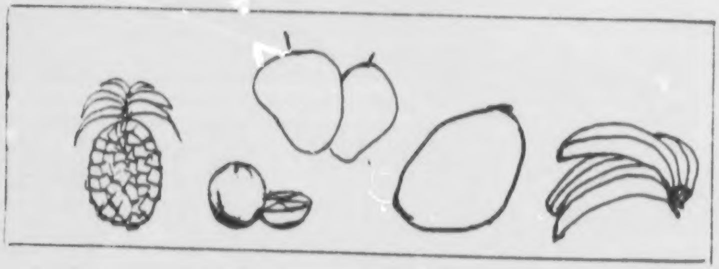
D. OTHER DIALOGUES:

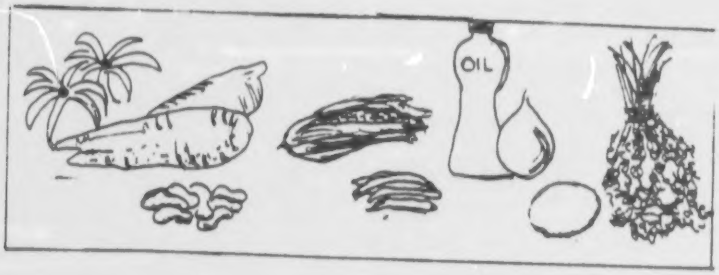
Other dialogues are presented to allow additional practice with various patterns. They may be practiced any time during the course of a lesson.

1.	A:	Fanta yano?	Fanta is here?
	B:	A tɛ yano. E ba̱ale kɛla.	She's not here. She is working.
	A:	E ba̱alela mĩni?	Where does she work?
	B:	E ba̱alela lɔ̱ɔfɛ_lɛ. A ye	She is working at the market.
		jula lɛ lɛ Gbarnga.	She is a trader in Gbarnga.
	A:	Lɔ̱ɔfɛ ye mĩni?	Where is the market?
	B:	E misili_kɔma.	It is behind the mosque.
2.	A:	Seku ye mĩni?	Where is Seku?
	B:	E Abu ya bõ̱_na.	He is at Abu's house.
	A:	Abu ya bõ̱ ye mĩni?	Where is Abu's house?
	B:	E lakɔlibõ_tɔɔfɛ.	It is next to the schoolhouse.

E. PRACTICE WITH NEW VOCABULARY

Tutor points to the first picture and names the item using the structure ...lɛ ni 'this is...' or ...lɛ we 'that is a...'. Learners repeat after tutor. Each item should be repeated at least three times, and as each new item is added, previous items may be recalled. To test learners' knowledge, tutor may later ask, mĩdɛ lɛ ni? 'what is this?' and have learners supply the answer. Vocabulary drills similar to this may be used in every lesson and are helpful in testing learners' command of the vocabulary as well as their pronunciation.

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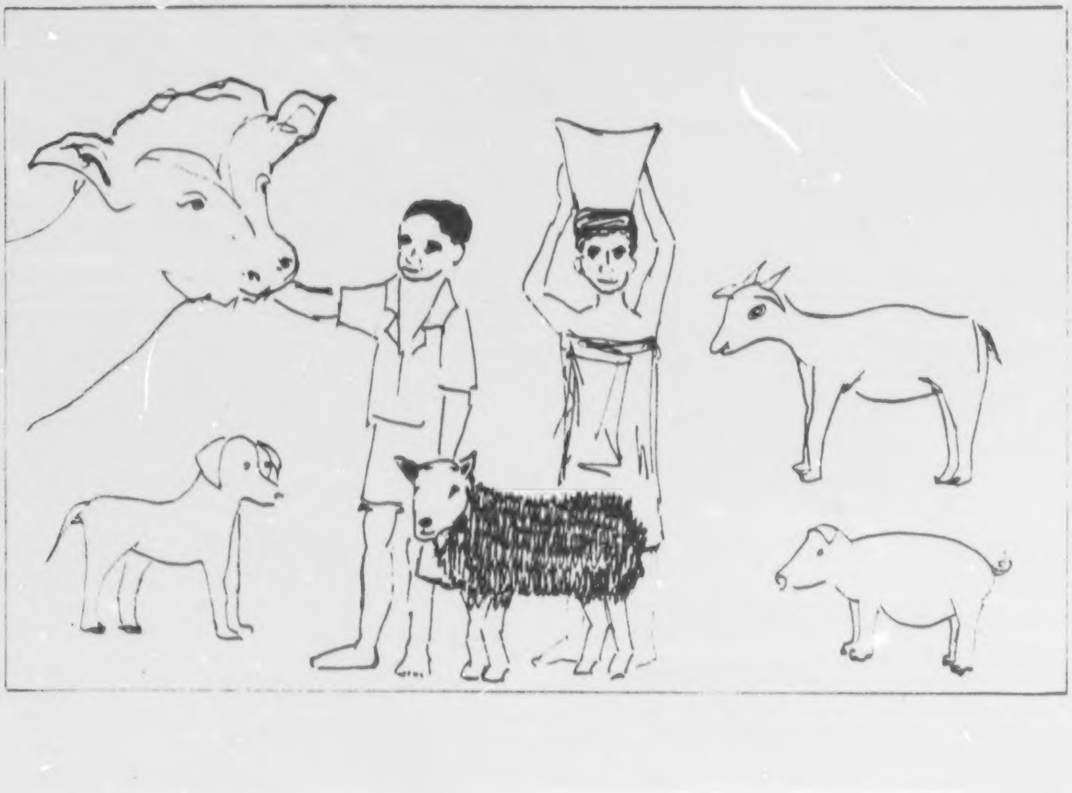


F. POSTPOSITIONS

Drill A

1. Abu ye Mamadi_tɔɔfɛ.	Abu is beside Mamadi.
2. Abu ye Fanta_nya̱ma.	Abu is in front of Fanta.
3. Dãna ye Seku_kɔma.	The wall is behind Seku.
4. Tabali ye mɔ̱ɔ bɛ_nya̱ma.	The table is in front of all the people.
5. Ka̱lamɔɔ ye Fanta_kɔma.	The teacher is behind Fanta.
6. Da ye ka̱lamɔɔ_tɔɔfɛ.	The door is next to the teacher.
7. Seku ye Fanta ni Mamadi_cama.	Seku is between Fanta and Mamadi.

Drill B

(Tutor may supply a cue.)

1. Mĩdɛ ye ka̱lamɔɔ_tɔɔfɛ? (da)	What is beside the teacher?
2. Jɛnɛ ye Abu_nya̱ma?	Who is in front of Abu?
3. Mĩdɛ ye Abu ni Fanta_cama?	What is between Abu and Fanta?
4. Dãna ye jɛnɛ_kɔma?	The wall is behind whom?
5. Tabali ye jɛnɛ_nya̱ma?	The table is in front of whom?
6. Fanta ye jɛnɛ ni jɛnɛ_cama?	Fanta is between whom and whom?

Continue drill until learners no longer need the cue. It is possible to expand the drill by asking questions similar to those in Drill B that pertain to the actual classroom situation in which the tutor and the learners find themselves.

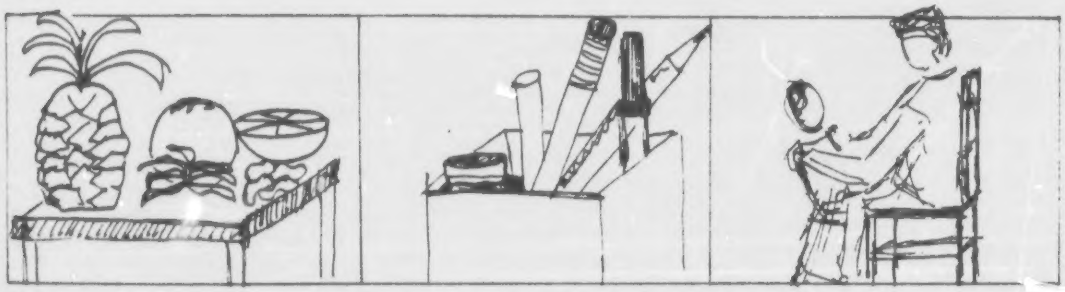
Drill C

Using the picture from Drill A, the tutor asks 'Where is _____?' Learners respond using one of the three postpositions practiced. The tutor may supply a cue. For example:

A: Ka̲lamɔɔ ye mĩni? (Fanta_kɔma)	Where is the teacher?
B: Ka̲lamɔɔ ye Fanta_kɔma.	The teacher is behind Fanta.
or: E Fanta_kɔma.	He is behind Fanta.
1. Abu ye mĩni?	Where is Abu?
2. Da ye mĩni?	Where is the door?
3. Tabali ye mĩni?	Where is the table?

Continue drill using other items in the picture or the classroom until learners show no additional improvement.

Drill D



1. Kesu ye tabali_ka.	The box is on the table.
2. Lakili ye kesu_kɔ̲nɔ.	The chalk is in the box.
3. Bu̲ku ye tabali_kɔlɔ.	The book is under the table.

Drill E

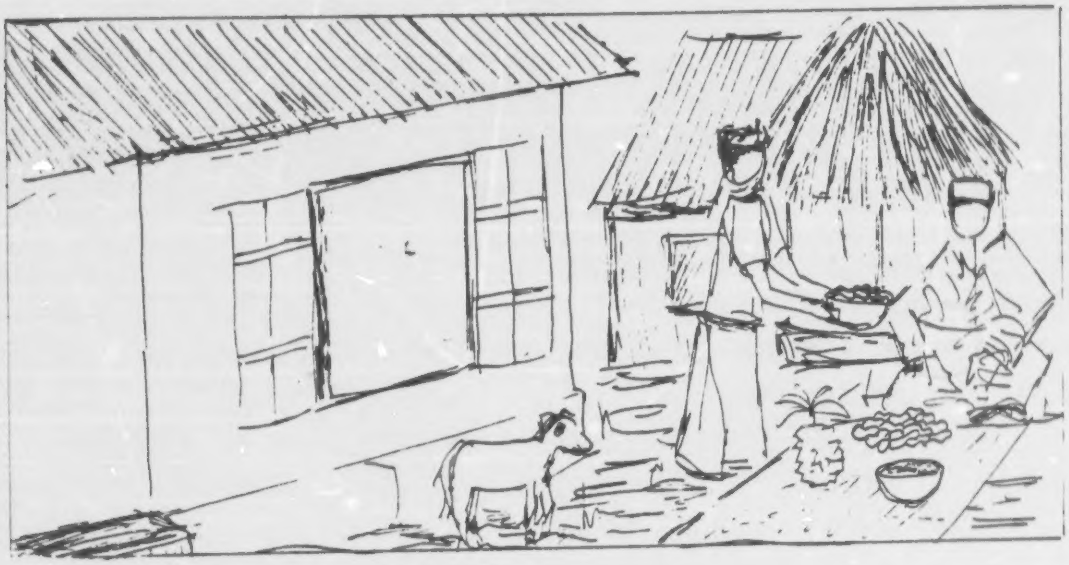
1.	Mĩdɛ ye mɔ̲ɔ_kɔlɔ?	What is under the person?
2.	Mĩdɛ ni mĩdɛ ye tabali_ka?	What (things) are on the table?
3.	Mĩdɛ ye kesu_kɔ̲nɔ?	What is in the box?
4.	Siifẽ ye jɛnɛ_kɔlɔ?	The chair is under whom?
5.	Lakili ye mĩdɛ_kɔ̲nɔ?	The chalk is in what?
6.	Namasa ye mĩdɛ_ka?	The banana is on what?

Drill F

A:	Namasa ye mĩni? (tabali_ka)	Where is the banana?
B:	Namasa ye tabali_ka.	The banana is on the table.
	or: E tabali_ka.	It is on the table.
1.	Siifẽ ye mĩni? (mɔɔ_kɔlɔ)	Where is the chair?
2.	Kesu ye mĩni?	Where is the box?
3.	Tabali ye mĩni?	Where is the table?

Continue drill using other vocabulary items shown in the picture from Drill D until learners do not need a cue.

Drill G



1.	Ji̲lilu̲ ye banama.	The trees are outside.
2.	Wu̲lini ye luma.	The dog is in the yard.
3.	Tialu̲ ye duuma.	The peanuts are on the ground.

Drill H

1.	Mĩdɛ ye banama?	What is outside?
2.	Jɛnɛ ye luma?	Who is in the yard?
3.	Mĩdɛ ye duuma?	What is on the ground?

Drill I

1.	Wu̲lini ye mĩni?	Where is the dog?
2.	Jabibilu̲ ye mĩni?	Where are the pineapples?
3.	Nyo ye mĩni?	Where is the corn?
4.	Malo ye mĩni?	Where is the rice?
5.	Mɔ̲ɔlu̲ ye mĩni?	Where are the people?

Drill J

1.	Ni banama.	I am outside.
2.	I siifẽ_ka.	You (sg.) are on the chair.
3.	E dɛ̲̃nu_kɔma.	She is behind the children.
4.	Mɔ ye lakɔli-kalamɔɔ_nya̲ma.	We are in front of the teacher.
5.	Ai luma.	You (pl.) are in the yard.
6.	A̲i so̲_tɔɔfɛ.	They are near the town.

Drill K

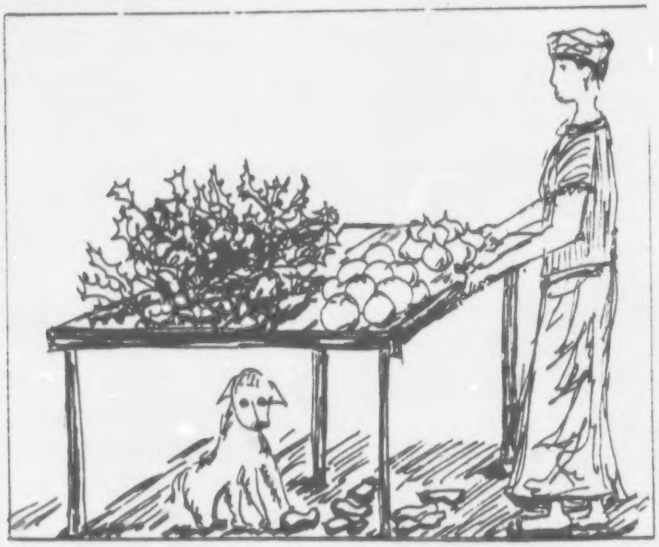
A:	Lakili ye kesu_kɔ̲nɔ? (tabali_ka)	Is the chalk in the box?
B:	Ɔ̲̃-ɔ̲̃, a tɛ kesu_kɔ̲nɔ.	No, it is not in the box.
	E tabali_ka.	It is on the table.
1.	Dɛ̲̃nu̲ ye banama? (bõ̲_kɔ̲nɔ)	Are the children outside?
2.	Lɛmbulu ye tabali_ka? (duuma)	Is the orange on the table?
3.	Bu̲yõ ye ji̲li_kɔlɔ? (tu_kɔ̲nɔ)	Is the pig under the tree?
4.	Nisi ye bu̲yõ ni si̲se_cama? (balu̲_tɔɔfɛ)	Is the cow between the pig and the chicken?
5.	Mã̲golo ye mã̲nyi_ka? (mã̲nyi_tɔɔfɛ)	Is the mango on the paw paw?
6.	Lakɔli ye pitiki_kɔma? (lɔ̲ɔfɛ_kɔma)	Is the school behind the store?

Drill M

1. Gbe ye lakɔli_tɔɔfɛ.	The field is near the school.
2. Pitiki tɛ lɔ̲ɔfɛ_kɔma.	The shop is not behind the market.
3. Lɔ̲ɔfɛ tɛ so̲_kɔ̲nɔ.	The market is not in the town.
4. Sɛ̲nɛ ye so̲_kɔma.	The farm is behind the town.
5. Dɛ̲̃nu̲ tɛ luma.	The children are not in the yard.
6. Bi̲lafẽnu̲ ye tu_kɔ̲nɔ.	The animals are in the bush.
7. Dɔlɔtɔlɔ ye dɔlɔtɔbõ_na.	The doctor is at the clinic.
8. Dɔ̃nifẽ tɛ sɛ̲nɛ_la.	The food is not at the farm.

Drill N

1. N tɛ taa Gbarnga.	I am not going to Gbarnga.
2. I taato lakɔli_la.	You are not going to school.
3. A taato Labiya.	She is going to Liberia.
4. Mɔ bɔ̲to Ngapa.	We come from Ganta.
5. Ai tɛ bɔ̲ sɛ̲nɛ_la.	You aren't coming from the farm.
6. A̲i bɔ̲to Monlovia.	They are coming from Monrovia.



G. TEXT

G.1 Mandingo

Fi̲labulu ni jawa ye Fanta ya tabali_la. Bã̲nakubulu ni lɛmbulu ye duuma. Tia fana yeno. Wu̲lini ye tabali_kɔlɔ. Ba ani saalu̲ ye gbe_lɔ Seku ya bõ̲_kɔma. Nisilu̲ ye gbe_lɔ to̲da_tɔɔfɛ. Si̲se ni bu̲yõlu̲ ye wa̲_kɔlɔ.

1. Mǐdɛ ye Fanta ya tabali_la?
2. Bã̲nakubulu fana yeno?
3. Tia ye mǐni?
4. Ba ye tabali_kɔlɔ?
5. Mǐdɛ ye gbe_lɔ Seku ya bõ̲_kɔma?
6. Nisilu̲ ye gbe su mǐdɛ_lɔ?
7. Si̲selu̲ ye mĩni?

G.2 English Translation

There are greens and onions on Fanta's table. There are cassava greens and oranges on the ground. There are peanuts there also. The dog is under the table. The goats and sheep are in the field behind Seku's house. The cows are in the field next to the town. The chickens and the pigs are in the bush.

1. What is on Fanta's table?
2. Are the cassava greens there also?
3. Where are the peanuts?
4. The goat is under the table?
5. What is in the field behind Seku's house?
6. Which field are the cows in?
7. Where are the chickens?

H. HERE/THERE

A: E lakɔli_la. (yeno)
B: E yeno.

1. Dɛ̲̃nu̲ taato lɔ̲ɔfɛ_lɔ. (yano)	The children are going to the market.
2. Bu̲yŏ lɔni gbe_kɔ̲nɔ. (yeno)	The pig is standing in the field.
3. Namasa ye tabali_ka. (yeno)	The banana is on the table.
4. Abu ye nɛ ani Mamadi_cama. (yano)	Abu is between Mamadi and me.

I. NEW VERBS

1. Mɔ ye si̲selu̲ yɛla luma.	We see the chickens in the yard.
2. A dɛ̲̃cɛ ye jabibi di kɔ.	His son wants some pineapple.
3. E tɛ mă̲nyi yɛla lɔ̲ɔfɛ_lɔ.	She didn't see paw paw in the market.
4. N tɛ saa kɔ.	I don't want the sheep.

Drill E

Example: A: Abu na nisi di kɔ kunu.

B: Abu ma nisi di kɔ kunu.

1. A dɛ̲̃muso na taala lɔ̲ɔfɛ_lɔ.	Her daughter went to the market.
2. A na nala Gbarnga.	He came to Gbarnga.
3. Mɔ na bɔ̲la Ngapa.	We came from Ganta.
4. N kɔ̲lɔmuso na nyo yɛla tabali_ka.	My older sister saw corn on the table.

J. SIMPLE PAST TENSE

Drill A

1.	A na buku kalãna.	He read a book.
2.	Ai na kini dɔ̃na.	They ate rice.
3.	Abu na nisilu yɛla kunu.	Abu saw the cows yesterday.
4.	Fanta na jawalu tibila.	Fanta cooked onions.
5.	Mɔɔlu na taa dɔlɔtɔlɔ_la.	The people went to the clinic.
6.	Kalamɔɔ na kumala tuma bɛ.	The teacher talked all the time.

Drill B

1.	Muso ma lɛtɛlɛ sɛbɛ.	The woman didn't write the letter.
2.	Kunu n ma Abu ye.	Yesterday, I didn't see Abu.
3.	Fanikalaba ma tia kɔ.	The tailor didn't want the peanuts.
4.	Mamadi ma baale kɛ kunu.	Mamadi didn't work yesterday.
5.	Fanta ma taa lakɔli_la.	Fanta didn't go to school.
6.	Abu ma na na bõ.	Abu didn't come to my house.

Drill C

Example: A: Abu ye nisi di yɛla bi.
B: Abu na nisi di yɛla kunu.

1.	Cɛ ye jabibi dɔ̃na bi.	The man eats the pineapple today.
2.	Ai ye malo tibila bi.	They are cooking rice today.
3.	Kalamɔɔ ye buku sɛbɛla bi.	The teacher is writing a book today.
4.	A ba ye kumala n_fɛ bi.	His mother is talking with me today.

Drill D

Example: A: Dɛ̃nu tɛ baale kɛla.
B: Dɛ̃nu ma baale kɛ.

1.	Fanta tɛ buku kɔ.	Fanta doesn't want the book.
2.	A tɛ mõboli bolila.	She doesn't drive a car.
3.	N tɛ taala dɔlɔtɔlɔ_la.	I don't go to the hospital.
4.	Mɔ fa tɛ nala.	Our father isn't coming.

K. GRAMMAR AND CULTURE NOTES

K.1 yano and yeno

The words yano and yeno mean 'here' and 'there' respectively. They are adverbs of place and function much like their English counterparts.

K.2 Postpositions and Their Functions--Culture Note

a. Postpositions fulfill the same function as English prepositions. The major difference between the two being that postpositions follow the noun they modify:

lɔ̱ɔfɛ_lɔ	'to the market'
Abu_fɛ	'with Abu'

b. The noun in the postpositional phrase is followed by a low tone.

c. In general postpositions are not used with names of cities, towns or countries.

N bɔ̱to Gbarngo.	'I came from Gbarnga.'
A siini Ngapa.	'He lives in Ganta.'

d. Certain of the postpositions have restrictions on their use. Nyama 'in front of' is not widely used with non-living objects, i.e., one does not say:

Abu ye sɛ̱nɛ_nya̱ma.	'Abu is in front of the farm.'

rather one would probably say:

Abu ye sɛ̱nɛ_tɔɔfɛ.	'Abu is near the farm.'

K.3 Simple Postpositions

The simple postpositions introduced in this lesson are:

la/lɔ (na after nasals)	"to"	kɔ̱nɔ	"in, inside of"
ma	"at, to"	kɔlɔ	"under, underneath"
fɛ	"with"	ka	"on, on top of"
cama	"between"		

K.4 Complex Postpositions

The postposition ma and, to a lesser extent, fɛ, combine with nouns to express directions. The examples found in this lesson are:

banama	"outside"	tɔɔfɛ or dafɛ	"near, next to"
duuma	"on the ground"	kɔma	"behind, in back of"
nyama	"in front of"		

K.5 Simple Past Tense

Most verbs express the past tense in the following way:

1. the positive form uses the auxiliary na after the subject and the suffix -la (-na after nasal vowels) after the verb;
2. the negative form employs the auxiliary ma after the subject.

For example:

Fanta na kini di dɔ̃na.	Fanta ate some rice.
Fanta ma kini dɔ̃.	Fanta didn't eat rice.

Sentences which do not express the past tense using the method outlined above involve postpositions and adjectives. The formation of the simple past tense in these types of sentences will be discussed in Lesson 7.

There is a great deal of dialectal variation in Liberian Mandingo/Mãniyakã regarding the formation of the simple past tense. If your tutor disagrees with the examples in this book, find out how she/he would express the idea of the past tense and use that form.

K.6 ka kɔ

The verb means 'to want, need'. It is unusual in that it often does not take the -la suffix in the present tense. Check with your tutor for local usage.

K.7 Animals--Culture Note

In Liberia domestic animals are not confined to fenced in areas as extensively as they are in the United States. As a result you may be rudely awakened by your neighbor's chickens and roosters as they roost beneath your window. If the noise bothers you, simply chase the offenders away. You do not have a legal right to kill the visitors. The same goes for any other animal or person that wanders into "your" yard. (See Lesson 9--Grammar and Culture Notes for a discussion of trespassing and private land ownership.)

L. HOMEWORK

1. Among the Mandingo the people in a clan often have a food which is taboo to them, i.e., which they are not allowed to eat. Ask your tutor and other Mandingo you know about food taboos. You will find a correlation between the taboo and family names. Many of the taboos have a religious or historical explanation for their existence. Bring the stories you find back to class.
2. Find out what animals that are eaten are not domestic, and how they are caught.
3. Find out where the farms are, relative to where the houses are.
4. Write a text of 5 to 10 lines describing the positions of the items on your desk or in a room in your house. Draw an accompanying picture. Bring both to class and read the text aloud.
5. Write a 5 sentence text using the past tense about going somewhere. Read the text aloud in class. Have your tutor correct it. Also prepare questions to ask of the other learners to see if they understood your text.
6. Continue the practice of using each new vocabulary item from the lesson in a sentence.

M. SELF-EVALUATION

1. Can you name five domestic animals?

2. Can you name five fruits?

3. Can you give the names of seven other foods?

4. Can you give the names of seven places?

6. Can you use the postpositions to express location?

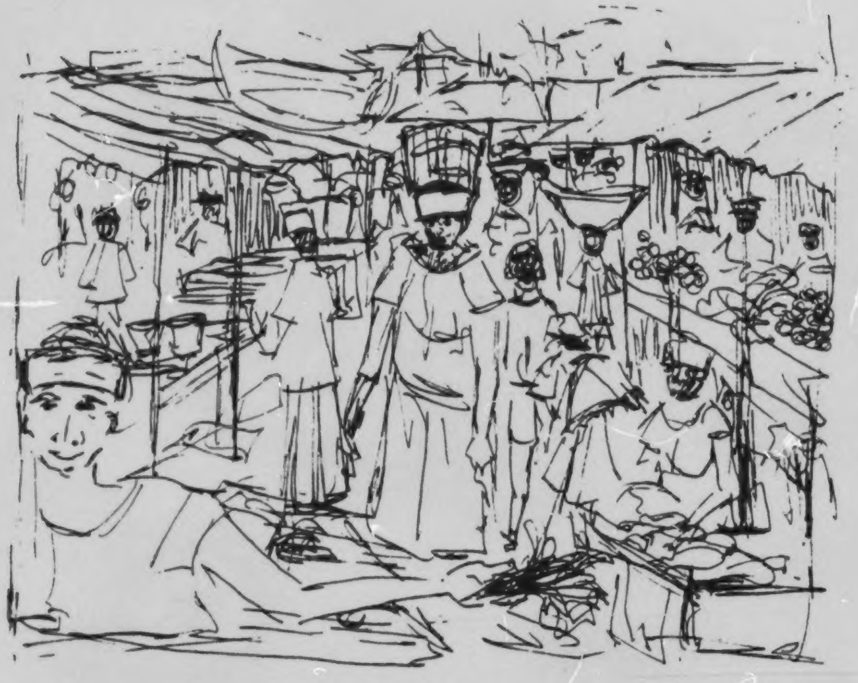
7. Translate the following into Mandingo.
   a. Abu's son wants some chicken today.
   b. The goats and the dogs are in the field near the school.
   c. The bananas and mangos are under the table.
   d. The hospital is between the school and the market.
   e. Fanta cooked onions, rice, and hot peppers.
   f. The children did not do their work.

8. Give a response to the following.
   a. I na saa yɛla kunu?
   b. I namasa kɔ?
   c. I ba̲ ye mĭni?
   d. Ya bu̲ku ye mĭni?

9. Define the following words and use each in a sentence.

   fana
   fi̲labulu
   nya̲ma
   tuma
   wu̲la

LESSON 7



MARKETING

In this lesson the learner is drilled on phrases commonly used in market bargaining. Further work is given in past tense formation, concentrating on the form used with location, states of being, and statives (adjectives). The Main Dialogue takes place in the market. There are two texts; the first stresses names for money and market items, the second the past tense of locations, statives, and states of being.

A. GOALS

1. To learn the numbers 1-10 and their correct placement in the noun phrase.
2. To learn phrases used in bargaining and the names for money.
3. To learn to ask and respond to numerical questions, e.g. 'how much?' or 'how many?'.
4. To continue learning how to form the past tense, with location (postpositions), states of being and statives (adjectives).
5. To learn how to express the indirect object, i.e. 'to/for (someone or something).'
6. To learn to construct more complex sentences using 'want', e.g. 'he wants to go home.'

B. VOCABULARY

B.1. Nouns

bĩ...grass
bɔlɔ...bag
da, also sõõ...price
dala...dollar
fani...cloth
jɔso...pen, fenced-in area
ko...business, matter, affair
kɔpu...cup, tin measure for grains
lasili...bunch, pile
sani...bottle
sõõ, also da...price
taafe...lappa, cloth measure
wali...money
wali misɛ̃...change (lit., money-small)

B.2. Verbs

ka Y bila X_ka...to add Y to X, to put X on Y
ka X_bolo...to have X (X = the possessor or a pronoun)
ka X bɔ...to take some off, lower
ka X di Y_ma...to give X to Y
ka dĩnye X_ma...to agree to X
ka fɛ...to want (used in complex sentences)
ka X file...to sell
ka Y jea X_ma...to show Y to X
ka kɔ...to want, to need
ka kɔ̃de...to count
ka Y la X_ka...to add Y to X
ka mina...to hold
ka na X_lɛ...to bring
ka sala...to pay
ka X sala Y_fɛ...to pay X for Y
ka sã...to buy
ka taa X_lɛ...to take, carry

B.3. Money

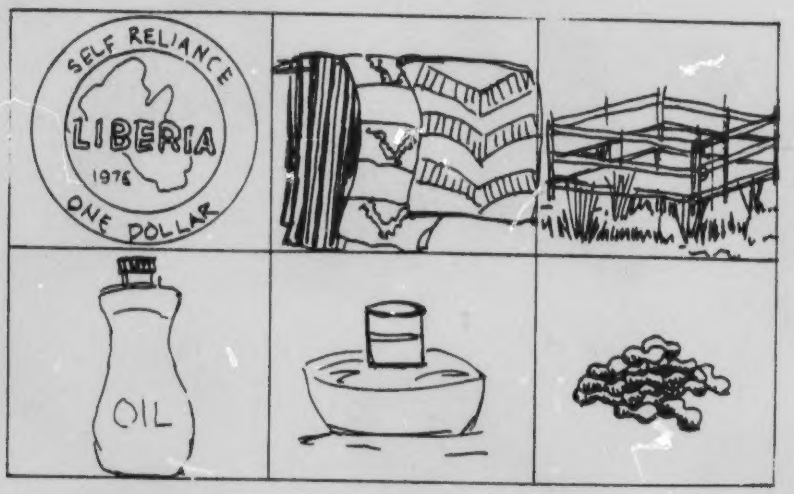
kapa kɛlɛ̃...1¢
kapa luulu, also fõ...5¢
neĩ...10¢
etĩ...15¢
sumu...20¢
sumu kɛlɛ̃ ani fõ...25¢
sumu fila ani neĩ...50¢
dala kɛlɛ̃, also sumu luulu...$\$1.^{00}$
dala luulu...$\$5.^{00}$

B.4. Numbers

kɛlɛ̃...one
fila...two
sawa...three
naani...four
luulu...five
wɔɔlɔ...six
wɔɔlɔ̃wula...seven
seĩ...eight
kɔnɔ...nine
tǎ...ten

B.5. Others

a?...question marker, not commonly used
ni cɛ...thank you
a da gbiliyani...it's expensive
X do?...what about X?
fɛ̃ gbɛlɛ tɛ n'bo̲lo wo̲_kɔ...I have nothing more beyond that
jɛli...how much, how many
X ko_lɔ...for X (reason or business), because of X
lɛ (pp.), fɛ...with
wo̲, o̲...that


SELF RELIANCE
LIBERIA
1976
ONE DOLLAR
OIL

C. MAIN DIALOGUE

A:	Ni sɔɔma.	Good morning.
B:	Ĩ, ni sɔɔma. I cɛ yeno?	Yes, good morning. Is your husband there?
A:	Ĩ, e yeno. I dɛ̃nu yeno?	Yes, he's there. Are your children there?
B:	Ĩ.	Yes.
A:	E fani filela?	Do you sell cloth?
B:	Ĩ, fani sɛlɛba lɛ ye n_bolo.	Yes, I have plenty of cloth.
A:	A taafe kɛlɛ̃ ye jɛli?	How much is it for one lappa?
B:	E dala seĩ.	It is $\$8.^{00}$.
A:	O da gbiliyani lɛ. A di bɔla	Oh, that is too expensive. Take some off.
B:	I a fɛ ka jɛli lɛ sala?	How much do you want to pay?
A:	N a fɛ i ye taafe fila di n_ma dala kɔnɔ.	I want you to give me two lappas for $\$9.^{00}$.
B:	N tɛ dĩnye wo_ma. A di bila wo_ka.	I don't agree to that. Add some on to that.
A:	Dala tã do?	What about $\$10.^{00}$?
B:	Dala kɛlɛ̃ la wɔ_kɔ_ka.	Add $\$1.^{00}$ to that.
A:	A lɛ lɛ we. N we dĩnye.	All right. I agree.
	Dala tã ni luulu lɛ ni.	Here is $\$15.^{00}$.
B:	Ya wali misɛ̃ yano.	Here is your change.
A:	I ni cɛ. Mɔsu o.	Thank you. Goodbye.
B:	O mɔsi.	Goodbye.

D. OTHER DIALOGUES

1.	A:	Namasa ye jɛli?	How much are the bananas?
	B:	A sawa neĩ.	They are three for 10¢.
	A:	Sumu kɛlɛ̃ ni fõ lɛ ni.	Here is 25¢.
	B:	Ya wali misɛ̃ ye etĩ.	Your change is 15¢.
2.	A:	I filabulu filela?	Do you sell greens?
	B:	Ĩ, ai ye fõ fõ.	Yes, they are 5¢ each.
	A:	Neĩ lɛ ni lasila fila.	Here is 10¢ for two bunches.
	B:	Filabulu lɛ ni.	Here are the greens.
3.	A:	I tia di kɔ a?	Do you want some peanuts?
	B:	Ĩ, lasila kɛlɛ̃ ye jɛli?	Yes, how much for one pile?
	A:	Ai ye neĩ neĩ.	They are .10¢ each.
	B:	Tia jɛli lɛ lasili kɛlɛ̃ lɛ?	How many peanuts in one pile?
	A:	Tia tã lɛ lasili kɛlɛ̃ lɛ.	10 peanuts in one pile.
4.	A:	Ni fani di kɔ. Taafe fila ye jɛli?	I want some cloth. How much for two lappas?
	B:	Dala luulu luulu.	$5.^{00}$ each.
	A:	A da gbiliyani. A di bɔla.	That's too expensive. Lower the price!
	B:	A fila ye dala kɔnɔ.	Two for $9.^{00}$.
	A:	Ni dala seĩ di. Fẽ gbɛlɛ tɛ n_bolo wo_kɔ.	I give $8.^{00}$. I have nothing more.
	B:	Wali di n_ma.	Give the money to me.
	A:	A ye.	There it is.

E. NUMBERS

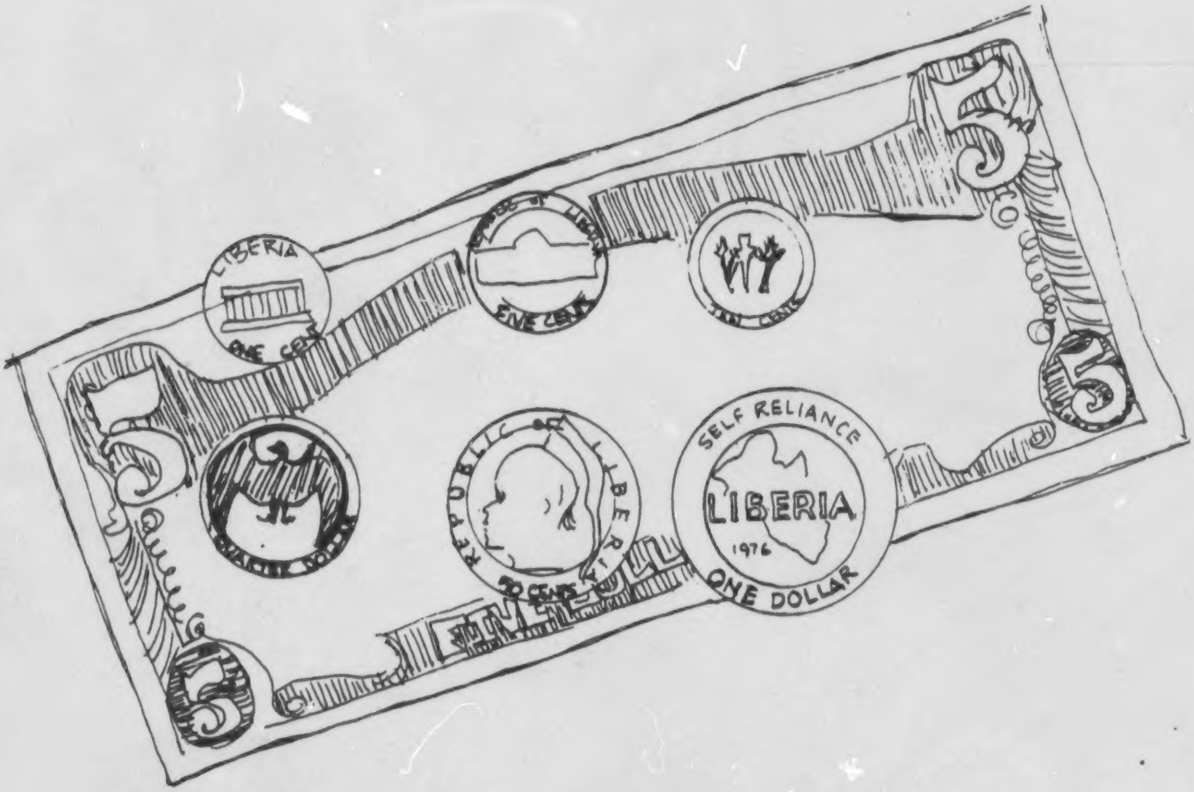
Drill A

kɛ̲lɛ̃	'1'	wɔ̲ɔlɔ	'6'
fila	'2'	wɔ̲ɔlɔ̃wula	'7'
sawa	'3'	seĩ	'8'
na̲ani	'4'	kɔnɔ	'9'
lu̲ulu	'5'	tã	'10'

The tutor reads the list through with learners repeating. After learners seem to have mastered the numbers, have them individually recite the numbers forward and backward. Proficiency can also be tested by using flash cards with the numbers written on them (or simply holding up fingers). The learners supply the correct Mandingo word. Practice counting by 2's beginning with 1 (i.e., 1, 3, 5 ...) or 2 (i.e., 2, 4, 6 ...)

Drill B

1. Dɔ̲ɔmuso fila ye n_bo̲lo.	I have 2 younger sisters.
2. Kɔ̲lɔcɛ lu̲ulu y'a_bo̲lo.	She has 5 older brothers.
3. Muso sawa y'i_bo̲lo.	You have 3 wives.
4. Cɛ fila tɛ muso_bo̲lo.	A woman doesn't have 2 husbands.
5. A̲i ye jabibi wɔ̲ɔlɔ kɔ.	They want 6 pineapples.
6. Fanta na si̲se tã sãna.	Fanta bought 10 chickens.


5
LIBERIA
ONE CENT
REPUBLIC OF LIBERIA
FIVE CENTS
TEN CENTS
QUARTER DOLLAR
REPUBLIC OF LIBERIA
50 CENTS
SELF RELIANCE
LIBERIA
1976
ONE DOLLAR

Drill C

kapa kɛ̲lɛ̃	'1¢'	etĩ	'15¢'
fõ̲	'5¢'	su̲mu	'20¢'
ne̲ĩ	'10¢'	da̲la kɛ̲lɛ̃	'$1'

After learners have mastered the above six money terms, the tutor should call out different amounts and have the learners give the Mandingo equivalent, e.g. 25¢ 'su̲mu ani fõ̲', $4.76 'da̲la na̲ani ani su̲mu sawa ani kapa wɔ̲ɔ̲lɔ.'

Drill D

1.	Taafe kɛlɛ̃ ye dala naani.	One lappa is $4.
2.	Lasili fila ye neĩ.	It is 10¢ for 2 piles.
3.	Sani tã ye dala luulu.	It is $5 for 10 bottles.
4.	Bɔlɔ wɔɔlɔ ye sumu sawa ani fõ.	It is 65¢ for 6 bags.
5.	Ai ye etĩ etĩ.	They are 15¢ each.
6.	Ai ye dala kɔnɔ kɔnɔ.	They are $9 each.

Drill E

1.	E wali jɛli kɔ?	How much money does she need?
2.	Jawa ye jɛli?	How much is the onion?
3.	Sise jɛli yano?	How many chickens are here?
4.	Mɔɔ jɛli ye ya bõ_na?	How many people are at your house?
5.	Jabibi ye jɛli jɛli?	How much for each pineapple?
6.	Buyõ jɛli ye n_bolo?	How many pigs do I have?
7.	Tia jɛli lɛ lasili kɛlɛ̃ lɛ?	How many peanuts in one pile?

Drill F

Example: A: Bolokɔni jɛli y'i_bolo? (tã)
B: Bolokɔni tã ye n_bolo.

1.	Taafe sawa ye jɛli? (dala kɔnɔ)	How much are 3 lappas?
2.	Wuluni jɛli ye Fanta_bolo? (naani)	How many dogs does Fanta have?
3.	Seku na nisi jɛli sãna? (sawa)	How many cows did Seku buy?
4.	Hawa ma jawa jɛli file? (luulu)	How many onions didn't Hawa sell?
5.	Mamadi na wali jɛli salala? (dala seĩ)	How much money did Mamadi pay?
6.	Dɛ̃nu na ba jɛli kɔ̃dela? (fila)	How many goats did the children count?

NOTE TO TUTOR: Always be sure the learners understand the meaning of a question before they attempt to answer it. The first step in all exercises is to have the learners listen and repeat, and to then check their comprehension.

Go back to Drill E. The tutor asks the questions given. This time the learners supply a reasonable answer. Continue the drill by asking 'how many, how much' questions about objects in the room.

F. MARKETING

Drill A: Common phrases

Drill these phrases for recognition and production. This may be done by giving the Mandingo and having learners supply the English and then reversing the procedure.

1.	A da gbiliyani.	It's expensive.
2.	A di bɔla!	Lower it some! (Take some off!)
3.	Dala kɛlɛ̃ la wo ka.	Add $\$1.^{00}$. (Lay $\$1.^{00}$ on that.)
4.	A di bila wo kɔ ka.	Add some. (Put some on the back of that.)
5.	Ai ye dala kɛlɛ̃ kɛlɛ̃.	They are $\$1.^{00}$ each.
6.	A lɛ lɛ we.	That's it. (It's settled.)
7.	Fẽ gbɛlɛ tɛ n bolo wo kɔ.	I have nothing more than that.
8.	N we dĩnye o ma.	I am agreed to that.

Drill B:

1.	Hawa ye mãgolo ani mãnyi filela.	Hawa sells mangos and paw paws.
2.	Fanikalaba na fani sɛlɛba sãna.	The tailor bought lots of cloth.
3.	Dɛ̃nu ma saa mina.	The children didn't hold the sheep.
4.	N tɛ n bolokɔnilu kɔ̃dela.	I am not counting my fingers.
5.	Jɔso na nisi minala.	The pen held the cow.
6.	A dɛ̃muso tɛ jawa sãna.	His daughter isn't buying onions.

Drill C:

1.	Filabulu lasili sawa ye n bolo.	I have three bunches of greens.
2.	I malo kɔpu naani kɔ.	You need four cups of rice.
3.	A ma nyo bɔlɔ kɛlɛ̃ sa.	He didn't buy one bag of corn.
4.	Muso tɛ tulu sani filela.	The woman doesn't sell bottles of oil.
5.	Tia lasili lɛ ni.	This is a pile of peanuts.
6.	Fɔlɔto bɔlɔ lɛ we.	That is a bag of hot peppers.

Drill D

1.	N tɛ dĭnye o_ma.	I do not agree to that.
2.	Muso na sumu salala malo_fɛ.	The woman paid 20¢ for rice.
3.	Seku ma ya buku jea Fanta_ma.	Seku didn't show his book to Fanta.
4.	Fẽ gbɛlɛ t'i_bolo wo_kɔ?	Don't you have anything more?
5.	Sɛnɛkɛba ye dala seĩ salala nyo bɔlɔ kɛlɛ̃_fɛ.	A farmer pays $8 for one bag of corn.
6.	Ya jawa jea n_ma.	Show me your onions.

Drill E

1.	Hawa na neĩ dila jula_ma.	Hawa gave 10¢ to the trader.
2.	Jula m'a di bɔ.	The trader didn't lower it some.
3.	Sɛnɛkɛba y'a di lala lasili_ka.	The farmer is adding some to the pile.
4.	N tɛ dala tã dila i_ma fani ko_lɔ.	I am not giving you $10 for the cloth.
5.	A da di bɔ!	Lower its price some!
6.	Dala wɔɔlɔ la wo kɔ_ka!	Add $6 to that!

Dri

Example: A: I ye nyo filɛla? (malo)

B: ɔ̃-ɔ̃, n tɛ nyo filela. N ye malo filela.

1.	Cɛ ye saa minala? (ba)	Is the man holding a sheep?
2.	I ye mãnyi sãna? (lɛmbulu)	Are you buying paw paws?
3.	Kalamɔɔ ye kulu filela? (buku)	Does the teacher sell pencils?
4.	Fɔlɔto lasili sawa y'ai_bolo? (naani)	Do they have 3 piles of peppers?
5.	Mɔɔlu ye jabibi sɛlɛba kɔ? (malo)	Do the people need lots of pineapples?
6.	Muso ye sumu naani salala tulu sani_fɛ? (dala kɛlɛ̃)	Does the woman pay 80¢ for a bottle of oil?

Drill G

Example: A: A na sise jeala ai_ma? (nisi)

B: ɔ̃-ɔ̃, a ma sise jea ai_ma. A na nisi jeala ai_ma.

1. Seku na bãnaku sãna? (tia)	Did Seku buy cassava?
2. Jula na etĩ dila sɛnɛkɛba_ma? (dala fila)	Did the trader give the farmer 15¢?
3. I n'a da di bɔla? (la)	Did you lower the price some?
4. Dɛ̃kɛ na sumu sawa dila a_ma sukalo ko_lɔ? (dala kɛlɛ̃ ani fõ)	Did the boy give him 60¢ for the sugar?
5. Ai na ai bõ jeala i_ma? (sɛnɛ)	Did they show you their house?
6. Ai na sise bɛ kɔ̃dela? (saa)	Did you count all the chickens?

G. PAST TENSE FORMATION FOR: LOCATIVES, STATES OF BEING, AND STATIVES (ADJECTIVES)

Drill A - Locatives

1. Mɔɔlu tɛɛ lakɔli_la.	The people were at the school.
2. Nisilu titɛ gbe_kɔnɔ.	The cows were not in the field.
3. Mamadi tɛɛ Abu_nyama.	Mamadi was in front of Abu.
4. Dɛ̃muso tɛɛ dɔlɔtɔlɔ_tɔɔfɛ.	The girl was near the clinic.
5. Malo titɛ tabali_kɔlɔ.	The rice was not under the table.
6. Fani titɛ_duuma.	The cloth was not on the ground.

Drill B - States of Being, Continued Action or Emotion

1. N tɛɛ dɔ̃nifẽ di kɔ.	I wanted some food.
2. Dala sawa tit'a_bolo.	She did not have $3.
3. Jabibi seĩ tɛɛ dala fila lɛ lɛ.	8 pineapplies were $2.
4. A da titɛ sumu sawa ani fõ.	It's price was not 65¢.
5. Mɔɔ titɛ kumala.	No one was talking.
6. Mɔɔ bɛ tɛɛ sɛbɛ kalãna.	Everyone was reading the paper.

Drill C States of Being, Statives (Adjectives)

1.	Wuse da gbiliyani titε.	The price of potatoes was not high.
2.	A kɔlɔmuso siini tεε a ba_fε.	His older sister lives with his mother.
3.	Jula bɔni tεε Lagini.	The trader came from Guinea.
4.	N siini titε n fa_fε.	I was not living with my father.
5.	Jabibi da gbiliyani tεε.	The pineapples were expensive.

Drill D

Example: A: Mɔ tεε bõ_na? (lakɔli)

B: ɔ̃-ɔ̃, ai titε bõ_na. Ai tεε lakɔli_la.

1.	Wulini tεε siifẽ_kɔlɔ? (tabali)	Was the dog under the chair?
2.	A siini tεε i ba_fε? (a fa)	Was he living with your mother?
3.	Jawa da gbiliyani tεε? (malo)	Was the price of onions high?
4.	Ai tεε baale kεla Fanta_fε? (Abu)	Were they working with Fanta?
5.	Buku tεε i kũ_ka? (bolo)	Was the book on your head?
6.	Mɔɔlu tεε kumala? (baale)	Were the people talking?

Drill E Change the following to past tense.

Example: A: Ni lakɔli_la.

B: N tεε lakɔli_la.

1.	E toda_kɔma.	It's behind the town.
2.	Buyõ tε jɔso_kɔnɔ.	The pig is not in the pen.
3.	Sεnε wɔɔlɔ̃wula tε ai_bolo.	You don't have seven farms.
4.	Seku siini tε yano.	Seku doesn't live here.
5.	Mɔ ye wali sεlεba kɔ.	We need lots of money.
6.	A da gbiliyani.	It's expensive.

H. TEXT I

H.1 Mandingo

Fanta taani sɛ̲nɛ_lɔ kunu. A na so̲bo sɛlɛba yɛla yeno. Si̲selu̲ tɛɛ luma bõ̲_tɔɔfɛ. Nisilu̲ titɛ gbelu̲_tɔɔfɛ. A̲i tɛɛ jɔso_kɔ̲ɲɔ. Balu̲ tɛɛ bĩ dɔ̃na ji̲lilu̲_kɔlɔ. Dɔ̃nifẽ su sɛlɛba tɛɛ sɛ̲nɛ_lɔ. Nyo ani ma̲lo tɛɛ yeno. Bã̲naku, tia, nəmasa ani mã̲golo fana tɛɛ ye.

1. Fanta taani mĩni kunu?
2. A ma so̲bo ye yeno?
3. Si̲selu̲ tɛɛ mĩdɛ_tɔɔfɛ?
4. Nisilu̲ fana tɛɛ gbelu̲_tɔɔfɛ?
5. A̲i tɛɛ mĩni?
6. Balu̲ tɛɛ mĩdɛ kɛla ji̲lilu̲_kɔlɔ?
7. Dɔ̃nifẽ su jɛli tɛɛ sɛ̲nɛ_lɔ?
8. Dɔ̃nifẽ mĩdɛ tɛɛ yeno?

H.2 English version

Fanta went to the farm yesterday. She saw many animals there. The chickens were in the yard by the house. The cows were not next to the fields. They were in a pen. The goats were eating grass under the trees. There were also many kinds of food at the farm. There was corn and rice. There were also cassava, peanuts, bananas and mangos.

1. Where did Fanta go yesterday?
2. Didn't she see animals there?
3. What were the chickens next to?
4. Were the cows also next to the field?
5. Where were they?
6. What were the goats doing under the trees?
7. How many kinds of food were at the farm?
8. What foods were there?

I. INDIRECT OBJECTS

Drill A

1.	A tɛ lɛtɛlɛ sɛbɛla Hawa_ma.	He is not writing a letter to Hawa.
2.	Ni nala dɔ̃nifẽ_lɛ i_nye.	I am bringing food to you.
3.	Ai ye fani filela mɔ_ma.	They are selling cloth to us.
4.	I tɛ sɛbɛ kalãna ai_nye.	You are not reading the book to them.
5.	E taala saa_lɛ n_nye.	She is taking the sheep to me.
6.	Mɔ ye wali salala a_nye.	We are paying the money to her.
7.	N tɛ jabibi dila ai_ma.	I am not giving the pineapple to you.

NOTE: Different verbs take different postpositions to express the indirect object of English. You will have to check new verbs with your tutor to discover which postposition to use. It is possible that postpositions other than those shown above may serve the same function.

Drill B

Example: A: Fanta na mĩdɛ sɛbɛla i_ma? (lɛtɛlɛ)
B: A na lɛtɛlɛ sɛbɛla n_ma.

1.	Muso na malo sɛlɛba dila jɛnɛ_ma? (Ab)	To whom did the woman give a lot of rice?
2.	Jɛnɛ na wali salala ai_nye? (n fa)	Who paid them the money?
3.	Fanikalaba na fani filela mɔ_ma? (ɔ̃-ɔ̃)	Did the tailor sell us the cloth?
4.	E kumala jɛnɛ_ma? (joya)	Who is he talking to?
5.	I kalãna jɛnɛ_nye? (dɛ̃nu)	Who are you reading to?
6.	Ai ma na dala kɔnɔ_lɛ a ba_nye? (ɔ̃-ɔ̃, dala tã)	Didn't they bring his mother $9?

J. COMPLEX SENTENCES

Drill A - k'a fɛ ka ... 'to want to' (same subject)

1. A a fɛ ka malo sã.	He wants to buy rice.
2. I a fɛ ka jɛli sala?	How much do you want to pay me?
3. N a fɛ ka saa dɔ̃ ani malo.	I want to eat sheep and rice.
4. Ai t'a fɛ ka taa pitiki_la.	They don't want to go to the store.
5. Mɔ t'a fɛ ka na siifẽ fila_lɛ.	We don't want to bring 2 chairs.
6. N a fɛ ka kuma i_ma.	I want to talk to you.

Drill B

Example: A: Ni taala lɔɔfɛ_lɔ.

B: N a fɛ ka taa lɔɔfɛ_lɔ.

1. I ye wusebulu sãna.	You are buying potato greens.
2. Ai ye kalãna.	They are reading.
3. Mɔ tɛ sɛbɛlila. (mɔ t'a fɛ...)	We aren't writing.
4. Muso ye dɔnife tibila.	The woman is cooking
5. N tɛ jawalu filela i_ma.	I don't sell onions to you.
6. E nisilu kɔ̃dela.	He is counting the cows.

Drill C

Example: A: I na kalãna?	Did you study?
B: ŋ̃-ɔ̃, n t'a fɛ ka kalã kɛ.	No, I don't want to study.
1. A na fani dila ai_ma?	Did he give you the cloth?
2. Ai na dĩnyela a_ma?	Did you agree to it?
3. Mɔ na dala seĩ salala fani_fɛ?	Did we pay $8 for the cloth?
4. Abu na mobili sãna?	Did Abu buy a car?
5. A kɔlɔcɛ na kumala Hawa_la?	Did her older brother talk to Hawa?
6. I na taala dɔlɔtɔlɔ_la?	Did you go to the hospital?

Drill D - Past Tense

1. N tɛɛ a fɛ ka taa yeno.	I wanted to go there.
2. A titɛ a fɛ ka fẽ mǐni sã.	She didn't want to buy this thing.
3. Ai titɛ a fɛ ka na mɔ_ye.	They didn't want to come with us.
4. I tɛɛ a fɛ ka sɛbɛ kalã.	You wanted to read a book.
5. Mɔ tɛɛ a fɛ ka malo dɔ̃ ani jawa.	We didn't want to eat rice or onion.

Drill E

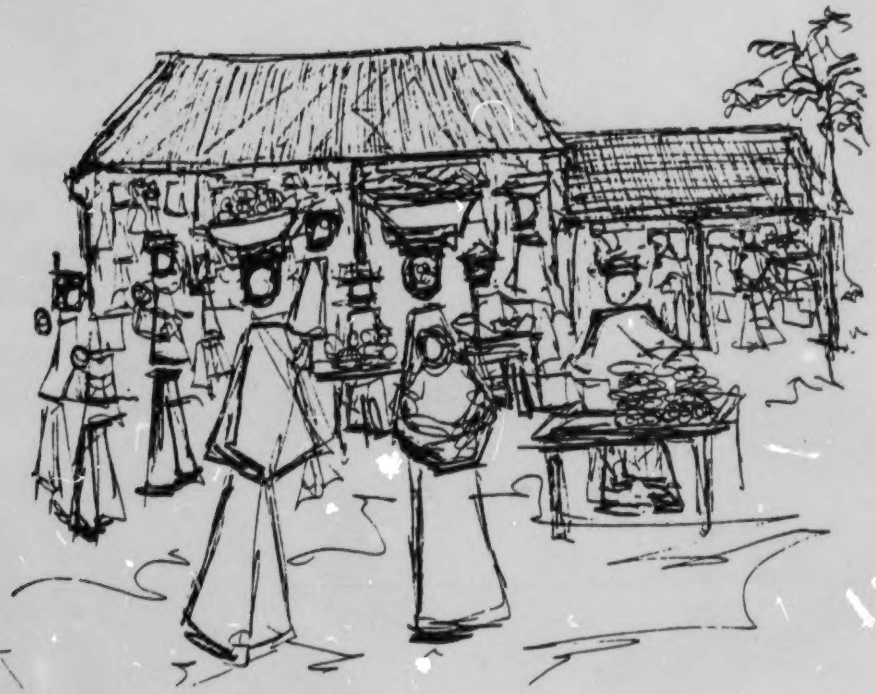
Go back to Drill A and put each sentence into the past tense.

Example: A: A a fɛ ka malo sã.
B: A tɛɛ a fɛ ka malo sã.

Drill F

Go to Drill C. Answer each question in the past tense.

Example: A: I na kalãna?
B: Ɔ̃-ɔ̃, n titɛ a fɛ ka kalã.



K. TEXT II

K.1 Mandingo

Hawa taani lɔ̱ɔfɛ_lɔ. A tɛɛ dɔ̃nifẽ di kɔla. A tɛɛ a fɛ ka jɛ̱ɛ fila sã ani wu̱sebulu lasili kɛ̱lɛ̃, jawa kɛ̱lɛ̃, malo kɔpu sawa, tamati kɔpu kɛ̱lɛ̃, ani tulu sani kɛ̱lɛ̃. Da̱la sawa tɛɛ a_bo̱lo. Jɛ̱ɛ da gbiliyani tɛɛ kunu. A fila tɛɛ da̱la kɛ̱lɛ̃ lɛ lɛ. Wu̱sebulu tɛɛ fõ̱ lasili kɛ̱lɛ̃. A na tulu sãna da̱la kɛ̱lɛ̃. A na su̱mu sawa ani e̱tĩ sala ma̱lo_fɛ. Mɔ̱ɔ titɛ jawa filela. A na e̱tĩ dila jula_ma tamati ko_lɔ. A fana tɛɛ sukalo kɔla. A da tɛɛ da̱la kɛ̱lɛ̃ su̱mu kɛ̱lɛ̃ ani fõ̱ bɔlɔ kɛ̱lɛ̃. Wa̱li sɛlɛʋa titɛ a_bo̱lo sukalo ko_lɔ.

1. Hawa taani mĩni?
2. A tɛɛ a fɛ ka fẽ mĩdɛ sã?
3. Wa̱li jɛli lɛ tɛɛ a_bo̱lo?
4. Wu̱sebulu da gbiliyani tɛɛ a?
5. A na mĩdɛ sãna?
6. A ma mĩdɛ sã?
7. Tulu sɔ̃ɛ̃ tɛɛ jɛli?
8. A na jɛli lɛ salala ma̱lo_fɛ?
9. A na sukalo sãna?
10. Mĩdɛ da gbiliyani tɛɛ?

K.2 English Version

Hawa went to the market because she needed some food. She wanted to buy 2 fish, 1 bunch of potato greens, one onion, 3 tins of rice, and 1 can of tomato paste and 1 bottle of oil. She had $3. Fish was very expensive yesterday. 2 were $1. The greens only cost 5¢. She paid 75¢ for the rice. No one was selling onions. Oil costs $1. She gave the trader 15¢ for the tomato paste. She also wanted some sugar. Its price was $1.25 for 1 bag. She didn't have enough money for the sugar.

1. Where did Hawa go?
2. What things did she want to buy?
3. How much money did she have?
4. Were greens expensive?
5. What did she buy?
6. What didn't she buy?
7. How much was the oil?
8. How much did she pay for the rice?
9. Did she buy sugar?
10. What was expensive?

L. GRAMMAR AND CULTURE NOTES

1. Placement of Numbers within the Noun Phrase

a. The number immediately follows the noun in the following examples:

dɔ̲ɔmuso fila	"two younger sisters"
wulini tã	"ten dogs"

Note that when a number is present, the plural suffix -lu is not used.

b. In more complex noun phrases, such as "four cups of rice", the number appears at the end of the phrase. For example:

tia lasili fila	"two piles of peanuts"
fɔlɔtɔlɔ bɔlɔ wɔ̲ɔlɔ	"six bags of peppers"

2. Past tense with postpositions, states of being and statives

The past tense of postpositions, states of being and statives is formed differently from that of most action verbs. There is also a difference in meaning. For action verbs, the past tense (as outlined in Lesson 6) refers to an action that took place at one moment in time and then ended, e.g. Mike dropped the stick. For postpositions, states of being and statives, the past tense usually denotes an action that started at one point in time and then continued to occur over some length of time; this past tense is best translated into English as "Hawa was going to school (and is still going)" or "Hawa was talking (and is still talking)."

To form the past tense for postpositions, replace the present tense auxiliary ye with tɛɛ for positive statements, and for negative statements, replace the auxillary tɛ with titɛ. For example:

Fanta ye mĩni?	Where is Fanta?
Fanta tɛɛ mĩni?	Where was Fanta?
Nisilu̲ tɛ lakɔli_kɔma.	The cows aren't behind the school.
Nisilu̲ titɛ lakɔli_kɔma.	The cows weren't behind the school.

To form the past tense for states of being (adjectives) and statives, place the same auxiliaries used for postpositions after the stative or the adjective. For example:

N siini n ba_fɛ.	I live with my mother.
N siini tɛɛ n ba_fɛ.	I lived with my mother.
N siini titɛ n ba_fɛ.	I didn't live with my mother.

These auxiliaries, tɛɛ and titɛ, may also be used with action verbs. The meaning of the sentence will be different. For example:

Fanta na buku kalãna.	Fanta read the book.
Fanta tɛɛ buku kalãna.	Fanta was reading the book.
Fanta ma buku kalã.	Fanta didn't read the book.
Fanta titɛ buku kalãna.	Fanta wasn't reading the book.

3. Indirect Objects

In English the indirect object is usually expressed as the person to or for whom an object is acted upon; "John read the book to Mary," "Michael cooked the food for the children." In English the prepositions to and for may be understood: "John read Mary the book," "Michael cooked the children the food."

In Mandingo postpositions like nye and ma are used to indicate the indirect object. Unlike their English counterparts, they must always be present in a sentence. For example:

N nala dɔ̃nifẽ_lɛ i_nye.	I am bringing food to you.
A tɛ lɛtɛlɛ sɛbɛla mɔ_ma.	She is not writing a letter to us.

Different verbs may require different postpositions to express the indirect object. It is important to check new verbs with your tutor to know what postpositions are used in your area as the choice is connected with dialect differences. In this lesson the examples employed only nye and ma, but it is possible that other postpositions may serve the same function.

4. ka fɛ "to want" in complex sentences

In Lesson 6, the verb "to want" was expressed as ka kɔ. This item is used only in simple sentences, such as Fanta ye malo di kɔ "Fanta wants some rice." To express "to want" in more complex sentences, such as "Fanta wants to go to school" ka fɛ must be used followed by the auxiliary connector ka.

Fanta a fɛ ka taa lakɔli_la.	Fanta wants (it) to go to school.
Ai a fɛ ka ya sɛnɛ_lɔ.	They want to come to your farm.

A must appear after the subject for the sentence to be correct. The phrase reads, literally, "They want it...", the "it" referring to the information following the auxiliary ka. Note that the verbs appearing after ka do not require any tense markers. Negation and tense is expressed in the first part of the phrase. For example:

Fanta t'a fɛ ka dɔ̃ni kɛ.	Fanta doesn't want to eat. or Fanta wants to not eat.
Mamadi tɛɛ a fɛ ka taa buku_lɛ.	Mamadi wanted to bring the book.
Abu titɛ a fɛ ka malo tibi.	Abu didn't want to cook the rice.

As you can see, ka fɛ forms its past tense as described in Grammar Note L2. "To want" is a state of being.

5. Bargaining--Culture Note

Bargaining for the price of an item is common practice in Liberia, as well as in most of West Africa. The price of most food items are not negotiable. Many of the sellers in the towns purchase their foods from government farms. Prices are set and if a seller is found overcharging, his/her license may be revoked. To find out prices which are negotiable it is helpful to talk to your Liberian acquaintances. If possible, go with another, more experienced person to the market and watch how s/he bargains.

The price of non-food items is much more flexible, especially if you buy more than one of a particular item. In order to "feel good" about the outcome of a bargaining-purchase, it is best to decide ahead of time what you would be comfortable paying for an item. Then, offer the seller

$1 to $3 less than the asking price, depending on the original price named and slowly allow yourself to be talked up to your price. Shopkeepers and market sellers will not reduce prices as drastically as the Charleys who deal in indigenous carvings, cloth and jewelry.

M. HOMEWORK

1. Write a dialogue about a marketing situation; include requests for at least two items and their prices. Bring the dialogue to class. After your tutor makes corrections, practice the dialogue and then record it.
2. Bring in several food items and have a marketing session in class. Take turns being the buyer and the seller. Bargain for cloth.
3. Write sentences using the vocabulary items introduced in this lesson; make certain you can use each verb in the past tense correctly.

N. SELF-EVALUATION

1. Can you count from 1 to 10?
2. Can you give the names of various money items?
3. Can you recite the Main Dialogue? / or two of the Shorter Dialogues?
4. Give a response to the following.
   a. Wu̲lini sawa y'i_bo̲lo?
   b. Kɔ̲lɔmuso jɛli y'i_bo̲lo?
   c. Mɔ̲ɔ jɛli ye so̲_kɔ̲nɔ?
   d. I ma̲lo kɔpu jɛli kɔ?
   e. I we dĩnye a sõõ_ma?
   f. I ye nyo filela?
   g. Mɔ̲si o̲.
5. Translate the following into Mandingo.
   a. I have nothing more.
   b. I don't want to buy hot pepper or greens.
   c. Fanta sold six bottles of oil.
   d. We paid $2 for two piles of fish.
   e. The bananas are 10¢ each.
   f. That's expensive.
   g. How many dogs is the child holding?
   h. Hawa gave seven paw paws and six cups of rice to the doctor.
6. Give the English equivalent.
   a. Fẽ gbɛlɛ tɛ n_bo̲lo wo̲_kɔ.
   b. Ni cɛ.
   c. A̲i ye etĩ etĩ.
   d. A di bɔ̲la.
   e. Sani wɔ̲ɔlɔ ye da̲la kɛ̲lɛ̃ ani su̲mu fila.
   f. Dɛ̲̃nu̲ titɛ misili_la.
   g. Fanta tɛɛ ka̲lã kɛla.
7. Define the following words and use each in a sentence.
   dĩnye jea kɔnɔ neĩ
   gbiliya ko lasili sala
8. Do you know the difference between the past tense discussed in this lesson and that discussed in Lesson 6? What is it?

LESSON 8

VISTING, GIVING DIRECTIONS, PHYSICAL NEEDS

This lesson is designed to instruct the learner in (1) how to give and understand directions and (2) in some of the customs related to visiting. The Main Dialogue stresses directions. The text is about a visit to friends and stresses use of the narrative or factual past tense.

A. GOALS

1. To learn how to form ordinal numbers.
2. To learn the different forms that adjectives have in relation to their position in a sentence.
3. To learn how to conjoin adjectives, i.e., have more than one adjective in any given sentence.
4. To learn how to use and how to form the narrative/factual past tense.
5. To learn vocabulary and phrases needed in giving and understanding directions.
6. To learn how to express physical needs, e.g., hunger or thirst.
7. To learn rules of etiquette regarding visiting. (See Grammar and Culture Notes.)

B. VOCABULARY

B.1 Utensils (dɔ̃nikafĕ)

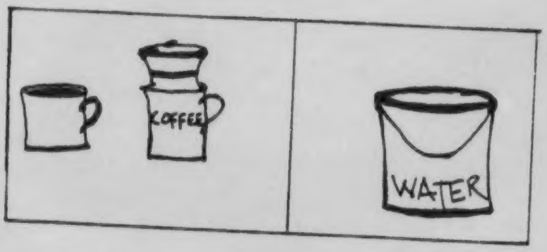
bɔɔ...bowl, plate, dish
fɛ...calabash
jiafe, kɔpu...glass, cup
kulu...spoon
mulu...knife
so̲odɔ̃kulu...fork

B.2 Drinks (mĭfĕnu̲)

ji̲...water
ka̲fe...coffee, tea
lɛmbuluji...orange juice
na̲...sauce, soup
n̲ɔnɔ...milk

B.3 Places (yɔlɔlu̲)

jisebõ, or allakabõ...church, mission
kinifileya...cook shop, restaurant
kɔ...river
kɔba...lake, big river
lɛtɛlɛbõ...post office
misili...mosque
pitiki...store, shop
se̲...bridge
sia...path, road
wa̲libõ...bank

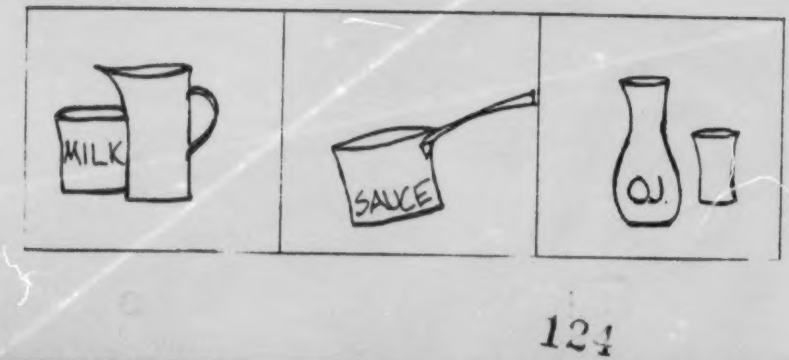


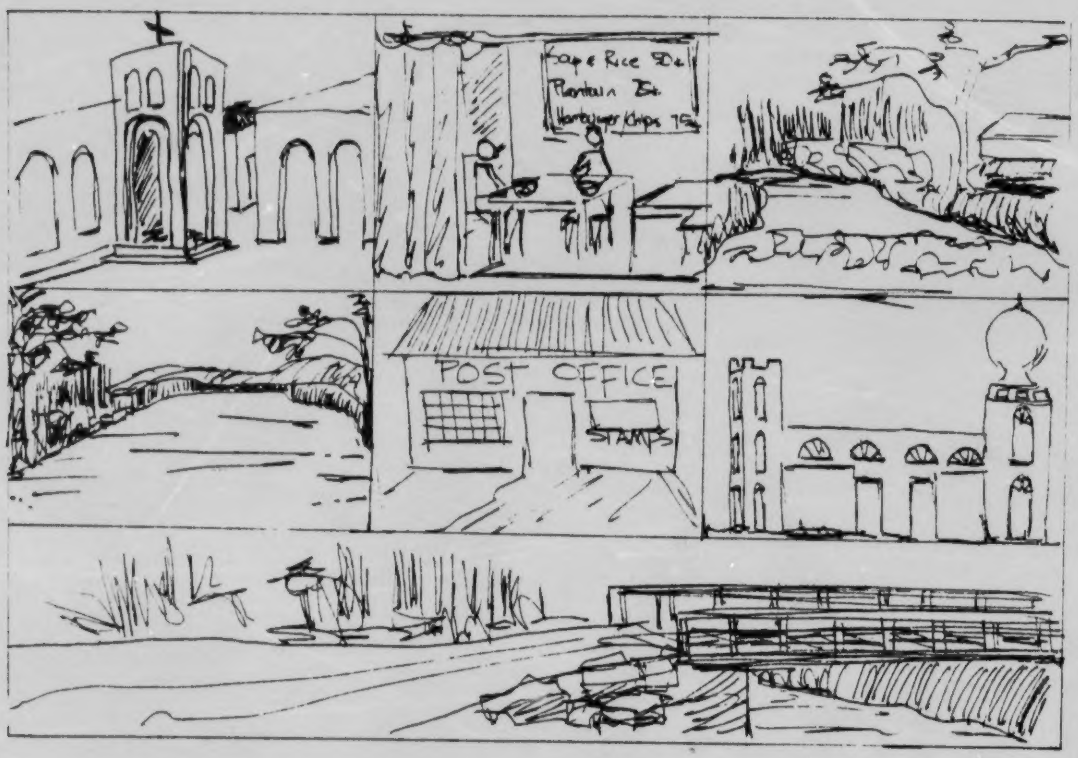
B.4 Foods (dɔ̃nikɛfẽnu̲)

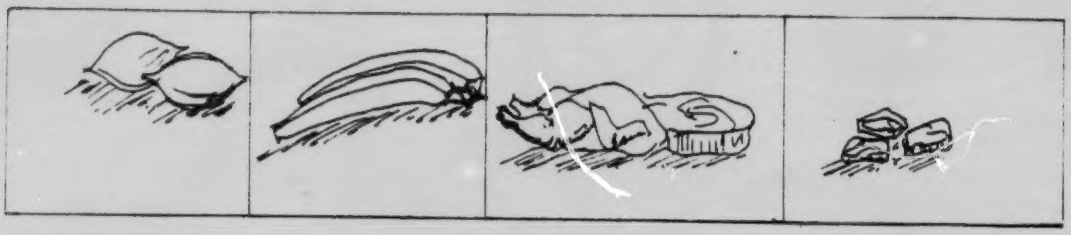
mãtilie...lemon
namasa-jã...plantain
-so̲bo, or -so̲o...meat
si̲sesobo...chicken (meat)
nisisoo...beef
wolo...kola

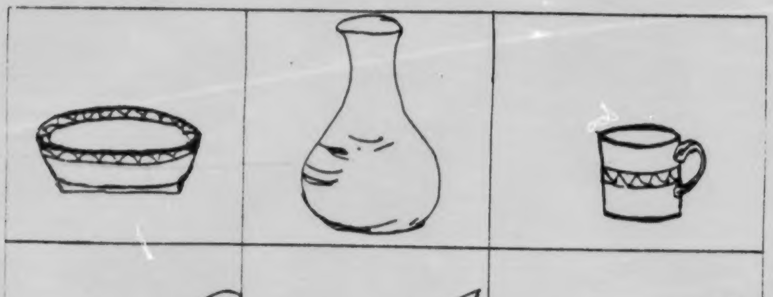
B.5 Other Nouns

cɔmɔnu...old man
fasola...hometown
ji̲lɔ...thirst
kɔ̃gɔ...hunger
nɛnɛ...coldness
sigalɛtɛ...cigarette
sunɔɔ...sleepiness
tala...sweat




Soup & Rice 50¢
Plantain 25¢
Hamburger/Chips 75¢
POST OFFICE
STAMPS





B.6 Verbs

ka bila X_kɔ...to follow (someone)
ka bila X kɔ_ka...to follow (something), (lit., to put yourself on X's back)
ka bɔ̱ X_lɛ...to go with, also to carry, bring
ka dɛmɛ...to help, assist
ka fo...to greet
ka X fo̱ Y_ye...to say X to Y, to tell Y X
ka lõ...to know
ka X mina...to go on/by, to catch, hold
k'i mĭ...to drink
ka sigalɛtɛ mĩ...to smoke a cigarette
ka nyaye...to taste
ka X_ma nyinika...to ask (a person)
ka nyinĩ...to look for
ka sama...to bring a gift
ka se...to arrive, be able, can
ka si...to sleep, spend the night
ka taa X balo...to visit X, to talk to X
ka taa X (kɔ)_ka...to go on/by X, to travel on X
ka taama...to walk
ka tilẽ...to turn
ka timi...to pass, pass by
ka timi X_ka...to cross on, over
ka to...to stay
ka tulũ, or tunũ...to be lost

B.7 Quality Adjectives

diya...good, sweet, pleasing
gba...hot (temperature)
jã, jãya...far, long
komu...sour, bitter
nyi...good
sumaya...cold (not used for people or the weather)

B.8 Adverbs

bale...very, too (in positive sense)
kubẽ...too, very much (in positive sense)
kuyu...too, very (in negative sense)

B.9 Phrases

kɛnɛ bɔ̲ni...day broke, the sun rose

i jõ̲...please, I beg you

hake to...excuse me

ka tilẽ i bo̲lo nyumã_na...turn to the left

ka tilẽ i bo̲lo bɛlɛ_la, also i bo̲lo kini_ma...turn to the right

ka taa i nya̲ tilẽma...go straight

B.10 Other

cama (pp.)...in the middle of, in the center of

di?...how

jɔɔna...first

kɛtɛ....future tense marker

labã...last

mĩ, mĩni...this

wa...but

C. MAIN DIALOGUE

Abu taato Seku balola. A_ma Seku ya bõ̲ lõ w'a k'aya luma lõ. E cɔmɔnu_ma nyinikala Seku ya‿bõ̲_nɔ.

(Abu is going to visit Seku. He doesn't know Seku's house but he knows his neighborhood. He asks an old man about Seku's house.)

A:	Cɔmɔnu, ni wula.	Old man, good afternoon.
B:	Ĩ, ni wula. I fa yeno?	Yes, good afternoon. Is your father there?
A:	Ĩ, e yeno. I muso ani i dɛ̲̃nu̲ yeno?	Yes, he's there. Are your wife and children there?
B:	Ĩ.	Yes.
A:	Ni Seku ya bõ̲ nyinĩna. I k'aya bõ̲ lõ?	I'm looking for Seku's house. Do you know his house?
B:	Ĩ, n k'a lõ. A_ma janyani tɛ.	Yes, I know it. It is not far.
A:	Ni taa sia mĩdɛ_ka?	What path do I take?
B:	Taa sia mĩ kɔ_ka. Taa pitiki wɔ̲ɔlɔna_la. Sia ye pitiki_tɔɔfɛ. Taa a kɔ_ka. Taa i bo̲lo nyumã_na. Taa timi lakɔli luma_la. I kɛtɛ aya bõ̲ yɛ i_bo̲lo bɛlɛ_la. E bõ̲ sawana.	Go on this road. Go to the sixth store. There is a road next to the store. Take it. Go to the left. Go past the school yard. You will see his house on the right. It is the third house.
A:	I ni cɛ, cɔmɔnu. Mɔ̲si o̲.	Thank you, old man. Goodbye.
B:	O̲ mɔ̲si.	Goodbye.

D. ORDINAL NUMBERS

Drill A

Listen and repeat.

jɔɔna	'first'	wɔ̲ɔlɔna	'sixth'
filana	'second'	wɔ̲ɔlɔ̃wulana	'seventh'
sawana	'third'	seĩna	'eighth'
na̲anina	'fourth'	kɔnɔna	'ninth'
lu̲uluna	'fifth'	labã	'last'

Drill B

1. Taa pitiki labã_na.	Go to the last store.
2. Taa sia sawana kɔ_ka.	Take the third road.
3. E bõ̲ jɔɔna.	It is the first house.
4. To to̲da na̲anina_la.	Stay at the fourth village.
5. A siini sia labã_tɔɔfɛ.	She lives on the last path.

Drill C

Example: A: I taato sia mĩdɛ_ka? (mĩni)
B: N taato sia mĩni_ka.

1. Seku siini bõ̲ mĩdɛ la? (labã)	Which house does Seku live in?
2. Pitiki mĩdɛ ye Abu_bo̲lo? (sawana)	Which store does Abu have?
3. Sɛ̲nɛ mĩdɛ ye mɔ_bo̲lo? (jɔɔna)	Which farm do we have?
4. Fanta ye sia mĩdɛ minala? (tãna)	Which road is Fanta taking?
5. E so̲ mĩdɛ lɛ lɛ? (kɔnɔna)	Which town is it?

NOTE: One manner in which to help learners internalize the most common forms of direction-giving is to have them stand up and respond to commands given by the tutor. The drill can also function as a break from sitting.

E. DIRECTIONS

Drill A

1.	Fanta na bilala a ba_kɔ.	Fanta followed her mother.
2.	Seku ma sia mĩni mina.	Seku didn't go by this road.
3.	Taa i bolo nyumã_na.	Go to your left.
4.	Taa i bolo bɛlɛ_la.	Go to your right.
5.	Muso timito sẽ_na.	The woman is crossing the bridge.
6.	Bila sia jɔɔna kɔ_ka.	Follow the first road.

Drill B

1.	Taa i nya tilɛ̃ma.	Go straight.
2.	Tilẽ i bolo nyumã_na.	Turn to your left.
3.	Tilẽ i bolo bɛlɛ_la.	Turn to your right.
4.	I jõ.	Please.
5.	N we tunũ.	I'm lost.
6.	Hake to.	Excuse me.

F. COMPLETITIVE PAST TENSE

This past tense differs from the simple past introduced in Lesson 6. It is generally used in relating a narrative or sequence of events that has been completed. Its usage suggests that the events referred to are somehow (space or time) further removed from the present than the simple past. The past tense in Lesson 6 may be called a 'factual' past and can refer to an action begun in the past but continuing to the present. There is a period of time where the two forms overlap--use your tutor as the deciding factor of usage. (See Grammar and Culture Notes for description of usage.)

Drill A - ka and ma

1. Seku ka kalã kɛ.	Seku read.
2. Mɔ ma i sama.	We didn't bring you a gift.
3. Fanta ani Hawa ka dĩnye a_ma.	Fanta and Hawa agreed.
4. N m'a fo Abu_ye.	I didn't tell Abu.
5. I ka Lasana dɛmɛ?	Did you help Lasana?
6. Ai ma bilafẽnu nyinĩ.	You did not look for the animals.

Drill B - we and ma

1. A we taa.	She left.
2. I ma se.	You didn't arrive.
3. Ai ma na.	They came.
4. Mamadi we se.	Mamadi arrived.
5. N we dĩnye.	I agree.

Drill C

Example: A: Muso fila ka timi sẽ_ka?

B: ɔ̃-ɔ̃, ai ma timi sẽ_ka.

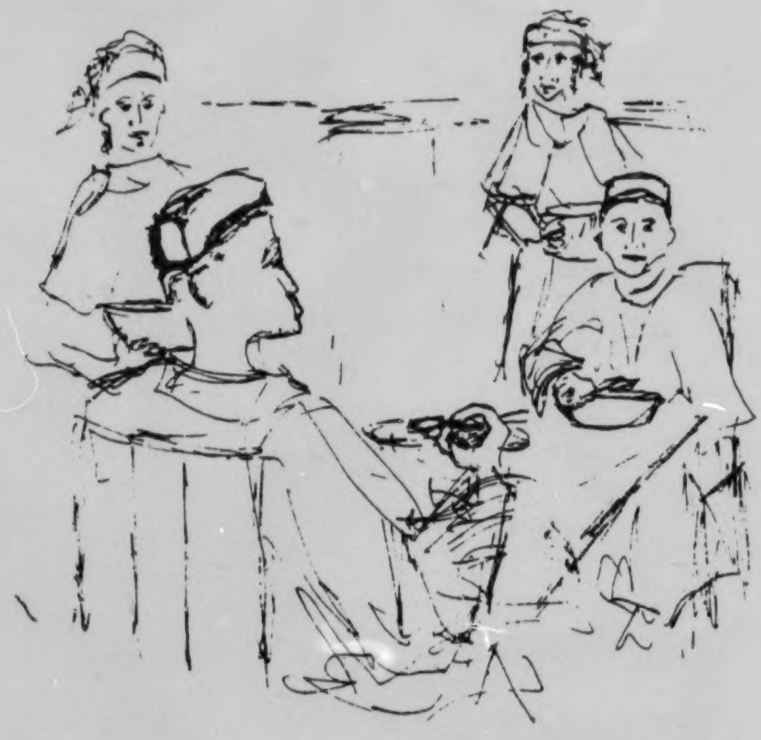
1. Cɛ ba ma sigalɛtɛ mĩ?	Many men didn't smoke cigarettes?
2. Kunu, ya dɛ̃baya we se?	Yesterday, your family arrived?
3. N ma bila Seku_kɔ?	I didn't follow Seku?
4. Ai ka cɔmɔnu_ma nyinika?	Did they ask the old man?
5. Mɔɔ bɛ we taama?	Did all the people walk?
6. Dɔlɔtɔlɔ m'a ba dɛmɛ?	The doctor didn't help his mother?

Drill D

Example: A: A taato misili_la.

B: A we taa misili_la.

1. Cɔmɔnu ye ji mĩna.	The old man drinks water.
2. Lakɔlidɛ̃ tɛ wali nyinĩna walibõ_na.	The student doesn't look for money at the bank.
3. Nĩ mãtilie dɔ̃na.	I eat lemons.
4. Mɔ ye taamala kɔ_la.	We are walking to the river.
5. A tɛ wolo sãna ani sisesobo.	She is not buying kola or chicken meat.
6. Ai tɛ taamala sia_ka.	They are not walking on the path.



G. TEXT

G.1 Mandingo

Kunu, Seku taani a duunyɔ̃ɔ̃ balola. A duunyɔ̃ɔ̃ siini Wangu. A_ma jãyani tɛ Seku fasola Belafanai. Seku seni a duunyɔ̃ɔ̃ ya bõ̲_na wula lɛ_fɛ. A ni a duunyɔ̃ɔ̃ k'i nyɔ̃ɔ̃ fo. Seku fana k'a duunyɔ̃ɔ̃ muso ni a dɛ̲̃nu̲ fo. A k'a duunyɔ̃ɔ̃ muso sama. Dɔ̃nikɛfẽ we se. Cɛlu̲ k'a̲i sii ka dɔ̃ni kɛ. Kini diyani tɛɛ. Wula_la Seku ani a duunyɔ̃ɔ̃ ka ko sɛlɛba fo̲. Seku sini a duunyɔ̃ɔ̃_fɛ lɔ. Kɛnɛ bɔ̲ni Seku duunyɔ̃ɔ̃ ani a muso k'a fo̲ Seku_ye ko a na k'a̲i balo wa̲ati we kɛla. A ka dĩnye ka sia mina.

1. Kunu Seku ka mĩdɛ kɛ?
2. Jɛnɛ siini Wangu a?
3. A_ma jãyani Seku ya bõ̲?
4. Seku seni Wangu wa̲ati mĩdɛ_fɛ?
5. Seku ka jɛnɛ ani jɛnɛ fo?
6. A ka jɛnɛ sama?
7. Muso ani cɛlu̲ k'a̲i sii ka dɔ̃ni kɛ nyɔ̃ɔ̃_fɛ?
8. Kini diyani titɛ?
9. Seku ani a duunyɔ̃ɔ̃ ka mĩdɛ kɛla wula_la?
10. Seku taani aya bõ̲ wula_la?
11. Seku duunyɔ̃ɔ̃ ani a muso ka mĩdɛ fo̲ Seku_ye?
12. Seku ka dĩnye a_ma?

G.2 English version

Yesterday Seku went to visit with his friend. His friend lives in Wangu. It is not far from Seku's home in Belafanai. He arrived at his friend's house at lunch time. He and his friend greeted one another. Seku also greeted his friend's wife and his children. He brought his friend's wife a gift. The food was ready. The men sat down and ate. The food was good. That evening Seku and his friend talked about many things. Seku spent the night at his friend's house. The day broke, Seku's friend and his wife told Seku that he should come visit them again soon. He agreed and went on his way.

1. What did Seku do yesterday?
2. Who lives in Wangu?
3. Is it far from Seku's house?
4. When did Seku arrive at Wangu?
5. Who did Seku greet?
6. Who did he bring a present for?
7. Did the women and men sit down and eat together?
8. Was the food bad?
9. What did Seku and his friend do in the evening?
10. Did Seku go home in the evening?
11. What did Seku and his wife say to Seku?
12. Did Seku agree to it?

H. ADJECTIVES

Drill A

1. Ji sumayani.	The water is cold.
2. Kini ka nyi.	The rice is good.
3. Jabibi diyani.	The pineapple is sweet.
4. Wolo komuni.	The kola is bitter.
5. Kafe gbani.	The coffee is hot.
6. Mãtilie komuni.	The lemon is sour.

Drill B

1.	Jabibi sumayani tɛ.	The pineapple is not cold.
2.	Nɔ̱nɔ ma nyi.	The milk is not good.
3.	Wolo diyani tɛ.	The kola is not sweet.
4.	Nyo komuni tɛ.	The corn is not bitter.
5.	Namasajã gbani tɛ.	The plantain is not hot.
6.	Ka̱fe komuni tɛ.	The coffee is not bitter.

Drill C

(Supply your own answer.)

1.	Mĩdɛ diyani? (jabibi)	What is sweet?
2.	Mĩdɛ sumayani?	What is cold?
3.	Mĩdɛ komuni?	What is sour?
4.	Mĩdɛ gbani?	What is hot?
5.	Mĩdɛ ka nyi?	What is good?

Drill D

(Supply an answer.)

1.	Jawa nyaye di?	How does the onion taste?
2.	Lɛmbuluji nyaye di?	How is the orange juice?
3.	Nisisobo nyaye di?	How does the cow meat taste?
4.	Na̱ nyaye di?	How is the sauce?
5.	Wolo nyaye di?	How is the kola?
6.	Ji̱ nyaye di?	How is the water?

Drill E

1.	Jabibi diyani?	Is the pineapple sweet?
2.	Ka̱fe sumayani?	Is the coffee cold?
3.	Kini komuni?	Is the rice sour?
4.	Fɔlɔto ka nyi?	Is the pepper good?
5.	Nɔ̱nɔ gbani?	Is the milk hot?
6.	Wolo diyani?	Is the kola sweet?

Drill F - bale, kuyu, kubɛ̃

1. Jabibi diyani bale.	The pineapple is very sweet.
2. Nyo diyani kubɛ̃.	The corn is very good.
3. Kafe gbani kuyu.	The coffee is too hot.
4. Na sumayani bale.	The sauce is very cold.
5. Wolo komuni kuyu.	The kola is too bitter.

Drill G - Past tense form

1. Fɔlɔto gbani tɛɛ.	The pepper was hot.
2. Na komuni tɛɛ kuyu.	The sauce was too bitter.
3. Nɔnɔ komuni titɛ.	The milk was not sour.
4. Nyo diyani titɛ.	The corn wasn't sweet.
5. Ji sumayani tɛɛ bale.	The water was very cold.
6. Jabibi diyani titɛ.	The pineapple wasn't good.

Drill H

Turn to the examples given in Drills A, B and F. Change each sentence into its past tense form.

I. SPECIAL EXPRESSIONS

Drill A jã 'far,'also'tall, long'

1. A jãyani.	He is tall. (It is long.)
2. A jãyani tɛ.	She is not tall.
3. A_ma jãyani.	It is far.
4. A_ma jãyani tɛ.	It is not far.

Drill B lõ 'to know'

1. N k'a lõ.	I know him.
2. Ai ma i lõ.	They don't know you.
3. A ka Abu lõ.	He knew Abu.
4. Mɔ ma Seku ya bõ lõ.	We didn't know Seku's house.

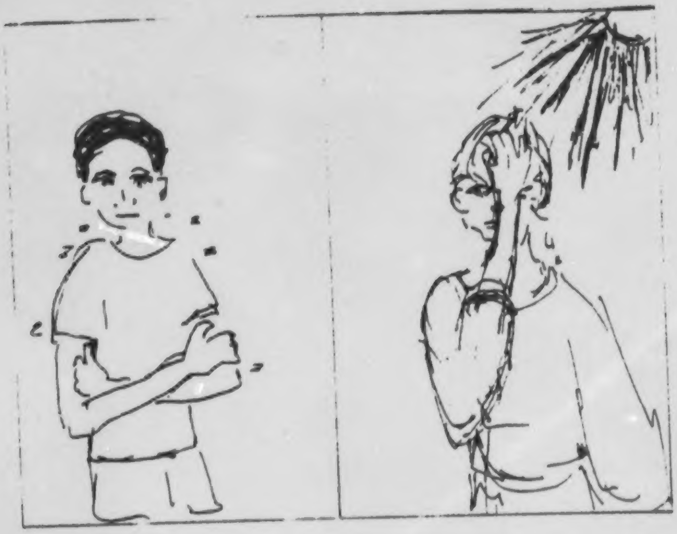
Drill C se 'to be able, can'

1.	Fanta bɛ se ka lɛtɛlɛ kală.	Fanta can read the letter.
2.	Abu ani a dɔɔcɛ tɛ se ka na sini.	Abu and his brother can't come tomorrow.
3.	Ai tɛ se ka to yano bi.	They can't stay here today.
4.	Mɔ bɛ se ka dɔ̃ni kɛ kulalɛni.	We can eat now.

J. PHYSICAL NEEDS

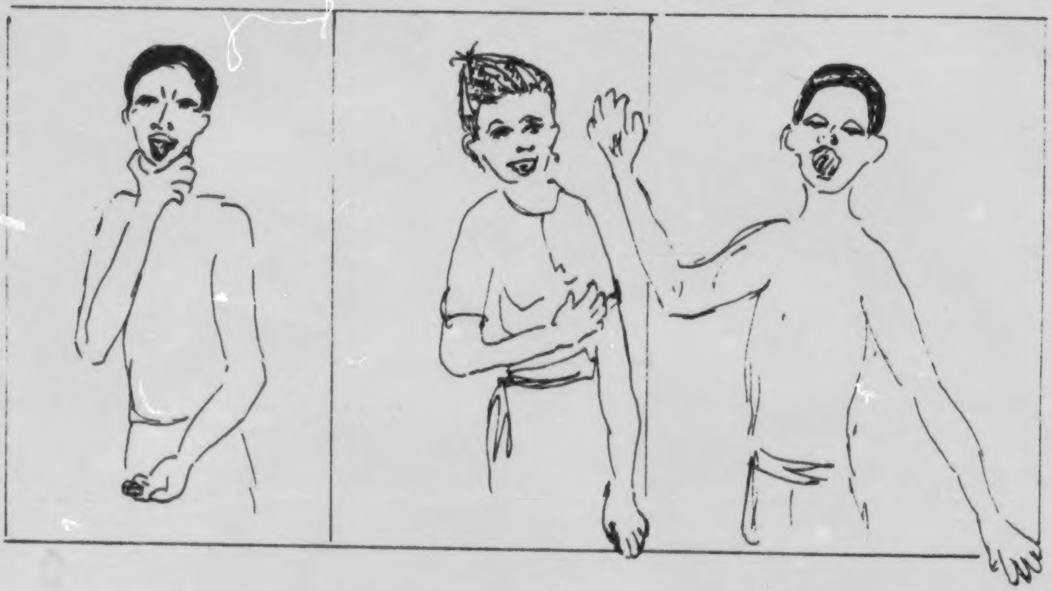
Drill A

1.	I bolo gbani?	Are you hot?
2.	Nɛnɛ y'i_la?	Are you cold?
3.	Kɔ̃gɔ y'i_la?	Are you hungry?
4.	Jilɔ y'i_la?	Are you thirsty?
5.	Sunɔɔ y'i_la?	Are you tired?



Drill B

A.	I bo̲lo gbani?	Are you hot?
B.	Tala ye n_na kuyu.	I'm too hot. (I'm sweating a lot.)
A.	Mamadi do? A_bo̲lo gbani?	What about Mamadi? Is he hot?
B.	Ĩ, tala y'a_la.	Yes, he's hot.
A.	Tala ye mɔ_la.	We are hot.
B.	Tala tɛ mɔ_la. Nɛnɛ ye mɔ_la.	We are not hot. We are cold.
A.	Nɛnɛ y'i_la?	Are you cold?
B.	Ɔ̲̃-ɔ̲̃, tala lɛ ye n_na.	No, I'm hot.



Drill C

A.	Jilɔ y'i_la?	Are you thirsty?
B.	Ĩ, jilɔ ye n_na. Ni ji_ di kɔ.	Yes, I'm thirsty. I want some water.
A.	I do? Jilɔ y'i_la?	What about you? Are you thirsty?
B.	Ɔ̃-ɔ̃ jilɔ tɛ n_na.	No, I'm not thirsty.
A.	Jilɔ y'ai_la?	Are they thirsty?
B.	I, jilɔ y'ai_la.	Yes, they are thirsty.
A.	Ai ye mĩdɛ kɔ?	What do they want?
B.	Ai ye ji_ kɔ.	They want water.

Drill D

A.	Kɔ̃gɔ y'a_la?	Is he hungry?
B.	Kɔ̃gɔ t'a_la.	No, he isn't hungry.
A.	Ai ye mĩdɛ kɔ?	What do you want?
B.	Kɔ̃gɔ ye mɔ_la. Mɔ ye sobo kɔ ani malo.	We are hungry. We want meat and and rice.
A.	Jilɔ y'ai_la?	Are they thirsty?
B.	Ɔ̃-ɔ̃, jilɔ t'ai_la. Kɔ̃gɔ lɛ y'ai_la. Ai ye malo kɔ.	No, they're not thirsty. They're hungry. They want rice
A.	I do?	What about you?
B.	Kɔ̃gɔ ye n fana_la. N a fɛ ka dɔ̃ni kɛ.	I'm hungry too. I want to eat.

Drill E

A,	Sunɔɔ y'ai_la?	Are you tired?
B.	Ɔ̃-ɔ̃, sunɔɔ tɛ mɔ_la.	No, we're not tired.
A.	Sunɔɔ y'a_la?	Is she tired?
B.	I, sunɔɔ y'a_la. A a fɛ ka taa luma.	She is tired. She wants to go home.
A.	I taato mĩni?	Where are you going?
B.	N taato na bõ_na.	I'm going home.
A.	Mĩdɛlɔ?	Why?
B.	Sunɔɔ ye n_na.	I'm tired.

Go back to Drill A. Practice asking the questions of one another. Begin to incorporate them into your daily interactions with people when appropriate.

Drill F - Past Tense

1.	Kunu sunɔɔ tɛɛ Fanta_la.	Yesterday Fanta was tired.
2.	Kunu nɛnɛ tɛɛ n_na.	Yesterday I was cold.
3.	Kunu kɔ̃gɔ titɛ i_la.	Yesterday you weren't hungry.
4.	Kunu ji̲lɔ titɛ a̲i̲_la.	Yesterday they weren't thirsty.
5.	Kunu tala tɛɛ mɔ_la kuyu.	Yesterday we were very hot.

Drill G

Example: A. Kunu sunɔɔ tɛɛ i_la. (kɔ̃gɔ)
B. ɔ̲̃-ɔ̲̃, sunɔɔ titɛ n_na.
Kɔ̃gɔ tɛɛ n_na.

1.	Kunu tala tɛɛ Hawa_la. (nɛnɛ)	Yesterday Hawa was hot.
2.	Kunu ji̲lɔ tɛɛ mɔ_la. (kɔ̃gɔ)	Yesterday we were thirsty.
3.	Kunu kɔ̃gɔ tɛɛ ai_la. (tala)	Yesterday you were hungry.
4.	Kunu sunɔɔ tɛɛ a fa_la. (tala)	Yesterday her father was tired.

K. GRAMMAR AND CULTURE NOTES

1. Ordinal numbers

Ordinal numbers in Mandingo are formed by adding the suffix -na to the cardinal form of a number. For example:

fila	"two"	tã	"ten"
filana	"second"	tãna	"tenth"

The only exception to the above is the word "first". In Mandingo jɔɔna means "first", NOT kɛlɛ̃na. The word for "last" is labã.

2. Directions -- Culture Note

The information exchanged in the giving and getting of directions differs greatly between Liberia and the United States. In Liberia the typical answer to the question "Is it far?" is "It's not far." even when the distance may be miles.

Inland and away from the larger towns and cities, directions are not based on number of miles or street names. Usually one is told how to get to an intermediate place where one can get further directions which may lead to the next stop and so on. Patience and a different view of the importance of time will take you a long way towards feeling comfortable with receiving these types of direction.

3. Completive/Narrative Past Tense

The completive or narrative past tense is generally used in relating a narrative or a sequence of events that have been completed. Its use suggests that the events being discussed are in some manner (space, time or experience) further removed from the present than does the use of the simple past tense. (See Lesson 6.) There is a time period where the two past tenses overlap. It is best to use your tutor as the deciding factor of usage.

The auxiliary used to form the completive/narrative past is dependent on the verb.

Most verbs, especially verbs which take a direct object, use the auxiliary ka after the subject. No suffix is attached to the verb.

Examples:

Seku ka malo tibi.	Seku cooked the rice.
Mɔ ka dɛ̃kɛ mina.	We caught the boy.

A small number of verbs, including taa "go", se "arrive", na "come" and dĩnye "agree", use the auxiliary we in their positive form. Again no suffix is attached to the verb. For example:

Fanta we taa.	Fanta left.
Saalu we na so lɔ.	The sheep came into town.

To form the negative, all verbs require the auxiliary ma. For example:

N ma taa.	I hadn't left.
Lasana ma i yɛ kunu.	Lasana didn't see you yesterday.

4. Adjectives

4a. Formation

Adjectives in Mandingo follow the noun and require the suffix -ni. For example:

Ji sumayani.	The water is cold.
Mãgolo diyani.	The mango is good/pleasing/sweet.

The negative of the above sentences is formed by using the auxiliary tɛ. The auxiliary appears after the adjective. For example:

Nyo diyani.	The corn is sweet.
Nyo diyani tɛ.	The corn is not sweet.

An exception to the above is the adjective nyi "good". It uses the auxiliary ka in the positive sense; the auxiliary appears between the noun and nyi. In the negative the auxiliary ma is used; it also appears between the noun and nyi. For example:

Mãtilie ka nyi.	The lemon is good.
Mãtilie ma nyi.	The lemon is not good.

4b. Past Tense

Adjectives form the past tense by using the auxiliary tɛɛ in the positive sense and the auxiliary titɛ in the negative sense. These auxiliaries appear after the adjective. For example:

Ka̱fe gbani.	The coffee is hot.
Ka̱fe gbani tɛɛ.	The coffee was hot.
Ka̱fe gbani tɛ.	The coffee isn't hot.
Ka̱fe gbani titɛ.	The coffee wasn't hot.

4c. Modifiers

The adverbs bale and kubɛ̃ "very" and kuyu "too" may be used to modify adjectives. In a sentence they appear after any auxiliary. For example:

Na̱ komuni kuyu.	The sauce is too hot.
Na̱ komuni tɛɛ bale.	The sauce was very hot.
Na̱ komuni tɛ kubɛ̃.	The sauce isn't very hot.

5. jã, jãya

The adjective jã/jãya is used to mean both "tall" and "far". The meaning is distinguished by the structure of the sentence. For example:

A_ma jãyani.	It is far. (Lit., To-it-is far.)
A_ma jãyani tɛ.	It is not far. (Lit., To-it-is far-not)

versus

A jãyani.	She is tall.
A jãyani tɛ.	He is not tall.

6. ka lõ

The past tense of the verb lõ "to know" is used to indicate both the present and past tense English translations. So when lõ is used in a sentence its meaning might be unclear. For example:

N k'a lõ.	and	I know him. I knew him.

Generally, the intended meaning will be clear from the context in which the sentence is said.

7. ka se

The verb se, meaning "to be able" or "can", requires the auxiliary bɛ in the present tense, positive sense.

A bɛ se ka buku sã.	She can sell the book.
Fanta tɛ se k'a fo.	Fanta can't say it.

8. Physical Needs

8a. Formation

To express the English concepts of a person being hot, cold, hungry, thirsty or tired in Mandingo, the structure X ye Y_la "Y is X" (lit., X-is-Y-to) is used. The negative sense of the structure is expressed as X tɛ Y_la "Y is not X". For example:

Tala y'a_la.	He is hot.
Sunɔɔ ye Musa_la.	Musa is tired.
Jilɔ tɛ Fanta_la.	Fanta is not thirsty.
Kɔ̃gɔ tɛ n_na.	I'm not hungry.

8b. Past Tense

To form the past tense for states of physical need, the auxiliary tɛɛ is used for the positive sense and the auxiliary titɛ for the negative sense. For example:

Tala tɛɛ a ba_la.	Her mother was hot.
Nɛnɛ titɛ n kɔlɔmuso_la.	My older sister was not cold.

L. HOMEWORK

1. Ask directions to three places in your area. Try to get there. Report your experiences back to the class.
2. Write directions on how to find your house, include major landmarks, who you live by, etc. Bring the directions to class and read them to your tutor who will check them for correctness.
3. Write 7-10 sentences using adjectives and other new vocabulary from this lesson. Organize the sentences into a coherent paragraph. Double check these with your tutor.
4. Find out about the social customs surrounding gift bringing from people in your area; who brings what, when do they bring it, why do different people bring different things. How do the expectations and customs differ from rural to urban areas?

M. SELF-EVALUATION

1. Can you name five liquids or drinks?
2. Can you name five dishes or utensils?
3. Can you count from 1st to 10th (ordinal numbers)?
4. Answer the following questions:
    a. I ka Abu fa ani a ba̲ lõ?
    b. Jabibi komuni?
    c. Kulu ani kɔpu y'i_bo̲lo?
    d. I siini bõ̲ seĩna_la?
    e. I ka tilẽ i_bo̲lo nyumã_na? (bɛlɛ)
    f. Seku muso timito sẽ̲_na?
    g. I ka yɔ̲lɔ mĩ lõ? (ɔ̲̃-ɔ̲̃)
    h. Mĩdɛ gbani?
    i. Monlovia_ma jãyani?

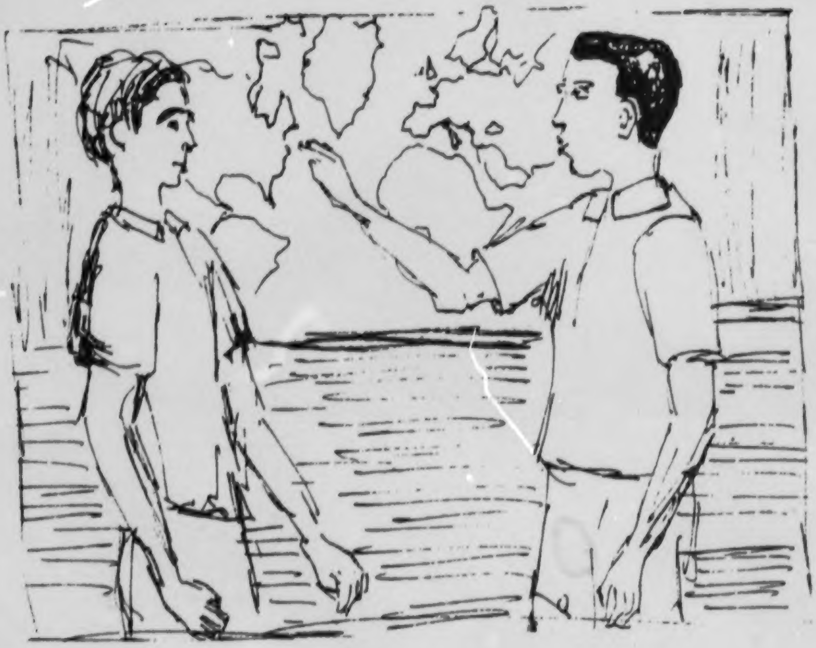
5. Translate the following into Mandingo:

   a. Excuse me.
   b. I'm lost.
   c. This pineapple is very sweet.
   d. Seku is looking for his books.
   e. Fanta asked her friends to come.
   f. It's not far.
   g. The old man followed us under the bridge.
   h. Yesterday, Lasana was hungry and thirsty.

6. Use the following in sentences after defining them.

   tala
   na̲
   kuyu
   pitiki
   ka se
   ka lɔ̃
   ka mĩ
   ka dɛmɛ
   labã

LESSON 9



INVITATIONS, INTRODUCTIONS, PERSONAL INFORMATION

In this lesson additional common questions and answers related to personal information are introduced. Included with these questions are instructions on the polite manner in which to introduce one person to another. Additional vocabulary is also given pertaining to family structure and kinship terms. The Main Dialogue consists of an introduction and an exchange of the type of personal information stressed in the lesson. There are two texts: one stresses personal information, the other contains a likely scenario of a visit.

A. GOALS:

1. To learn additional phrases related to the giving of and asking about personal information.
2. To learn how to conjoin sentences so as to have more than one verb/sentence.
3. To learn the 'rules of etiquette' in making introductions.
4. To learn additional information and vocabulary related to family structure.
5. To learn the numbers 11 - 100.
6. To be introduced to the days of the week.
7. To learn how to express possessive pronouns, i.e., mine, yours, theirs.

B. VOCABULARY:

B.1 Days of the Week:

tɛnɛlõ...Monday
talalõ...Tuesday
alabalõ...Wednesday
alamisalõ...Thursday
jumalõ...Friday
sibili...Saturday
jumasilõ...Sunday

B.2 Kinship Terms:

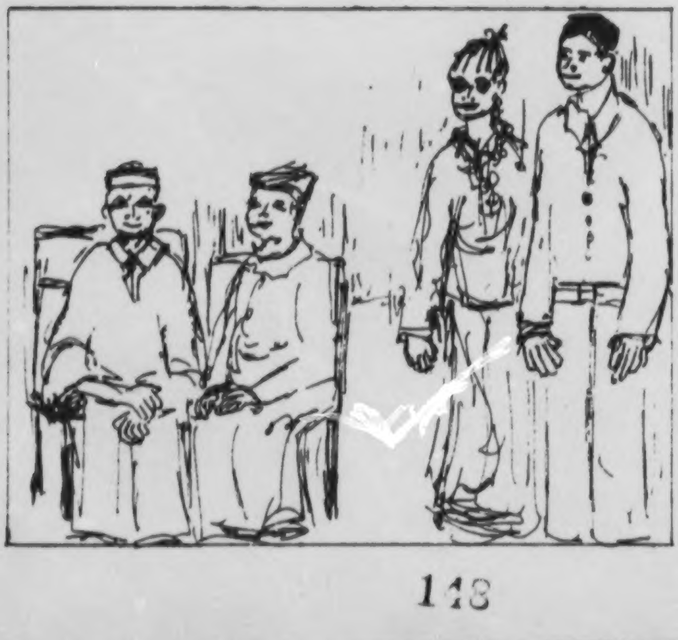
balamɔɔ...relative
bɛmɛcɛ...grandfather
bɛ̃kɛ...uncle
bɛ̃ni...cousin
dɛ̃baya...household, nuclear family
mamani...grandchild
mɔɔkɔlɔ....ancestor, old people (usually dead)
mwa...grandmother
tɛnɛ...aunt

B.3 People:

baalekɛnyɔ̃ɔ̃...coworker
cɛmɔɔba...old man (respectful term)
duunyɔ̃ɔ̃...friend
kalawulẽ...boyfriend
kũtii...boss, leader
musokɔlɔnu....old woman (respectful term)
simbili...girlfriend

B.4 Nouns:

duniya...world
lõ...day
sã, sãye...year
sɔɔmãda_la...early morning, in the morning
su_lɔ...in the evening
wula_la...in the afternoon



B.5 Verbs:

ka bã...to finish

ka X bɛ...to meet X

ka duniya bine...to be alive
also ka duniya

ka (owner noun/pronoun) bo̲lo...to have

cɛ/muso k'i_bo̲lo....Are you married? (lit., Do you have a husband/wife?)

k'a fo̲....to say (it)

k'a fo̲ ko X...to say that X

k'a fo̲ X_ye...to say to X

ka X ka̲lã Y_la...to teach Y to X

ka kã...must, have to, should

ka kili...to call

ka lɔsia...to accompany (L.E. to carry)

ka mɔ...to be ready, ripe

ka se...to be able to

ka X ta...to take X

ka cɛ/muso ta...to get married, take a wife/husband

B.6 Adjectives

di gbɛlɛ...another (lit., some different)

mĩ, o̲...that, this

wala...great, plenty

B.7 Adverbs

ba...yet (in negative sentences)

folo (rare usage)...still

kini...before

kulalɛni, also butu...now, right now

B.8 Phrases

ka na nɛ (time expression) na lɛ ni...to come (time expression) ago

ni sɛ o...greeting, such as "hello" (general usage)

i sãye jɛli lɛ ni?...How old are you?

B.9 Postpositions

dila...out of, away from

ye...with, to

B.10 Conjunctions

fo...since

ka...and (combines verb phrases having the same subject)

ko...that

ye...(used to join two sentences having different subjects)

B.11 Numbers:

tă ni kɛ̲lɛ̃...eleven
tă ni fila...twelve
mũã. .twenty
mũã ani kɛ̲lɛ̃...21
bisawa...30
bina̲ani...40

bilu̲ulu...50
biwɔ̲ɔlɔ...60
biwɔ̲ɔlɔ̃wula...70
biseĩ...80
bikɔnɔ...90
cɛmɛ...100

B.12 Questions Words:

mĩdɛlɔ...why
wa̲ati jɛli...how long, how much time
wa̲ati mĩdɛ...when, what time

B.13 Possessive Pronouns

n ta...mine
i ta...yours (singular)
a ta...his, hers, its

mɔ ta...ours
ai ta...yours (plural)
a̲i ta...theirs

E. NUMBERS 11-100

Drill A

tã ani kɛ̱lɛ̃...11
tã ani fila...12
tã ani sawa...13
tã ani na̱ani...14
tã ani lu̱ulu...15
tã ani wɔ̱ɔlɔ...16
tã ani wɔ̱ɔlɔ̃wula...17
tã ani seĩ...18
tã ani kɔnɔ...19
mũã...20
mũã ani kɛ̱lɛ̃...21
mũã ani fila...22
bisawa...30
bisawa ani kɛ̱lɛ̃...31
bina̱ani...40
bilu̱ulu...50
biwɔ̱ɔlɔ...60
biwɔ̱ɔlɔ̃wula...70
biseĩ...80
bikɔnɔ...90
cɛmɛ...100

Review numbers 1-10. Practice counting from 11-20, 21-30, and so on to 100. Also practice counting by 10's (i.e., tã, mũã, bisawa...), by 5's or other variations to test the learner's knowledge of the numbers.

Drill B

Give the Mandingo equivalent.

1. 67...biwɔ̱ɔlɔ ani wɔ̱ɔlɔ̃wula
2. 98...bikɔnɔ ani seĩ
3. 12...tã ani fila
4. 24...mũã ani na̱ani
5. 83...biseĩ ani sawa
6. 100...cɛmɛ
7. 50...bilu̱ulu
8. 35...bisawa ani lu̱ulu
9. 76...biwɔ̱ɔlɔ̃wula ani wɔ̱ɔlɔ
10. 41...bina̱ani ani kɛ̱lɛ̃

Continue this drill by having the tutor select random numbers between 11-100; learners translate the numbers chosen. The drill can be done using the name for the number in either language.

Drill C

1. Wa̱li jɛli lɛ joya_bo̱lo?	How much money does the trader have?
2. Dɛ̱̃nu̱ jɛli lɛ i fa_bo̱lo?	How many children does your father have?
3. Si̱se jɛli ye luma?	How many chickens are in the yard?
4. E ma̱lo jɛli kɔ?	How much rice do you want?
5. Nisi jɛli ye gbe_kɔ̱nɔ?	How many cows are in the field?
6. Mɔ̱ɔ jɛli ye misili_la?	How many people are at the mosque?

F. PERSONAL INFORMATION

Drill A

1.	Labiya diyani n_ye.	I like Liberia.
2.	N sãye bisawa lɛ ni.	I am thirty.
3.	Cɛ tɛ n_bolo.	I don't have a husband.
4.	A nani nɛ a kalo tã na lɛ ni.	She came ten months ago.
5.	Kɔlɔcɛ sawa ani kɔlɔmuso naani ye mɔ_bolo.	We have 3 older brothers and 4 older sisters.

Drill B   nani nɛ...lɛ ni

1.	John nani nɛ Labiya lɔtɛ luulu na lɛ ni.	John came to Liberia five weeks ago.
2.	Ai nani yano lõ sawa na lɛ ni.	They came here three days ago.
3.	N nani a kalo kɔnɔ na lɛ ni.	I came nine months ago.
4.	Mɔ nani Bong County lɔtɛ seĩ na lɛ ni.	We came to Bong County eight weeks ago.
5.	Mãniyalu nani Labiya sã ba na lɛ nĩ.	The Mandingo came to Liberia many years ago.

Drill C

Example: A: Cɛ y'i_bolo? (ɔ̃-ɔ̃)
B: ɔ̃-ɔ̃, cɛ tɛ n_bolo?

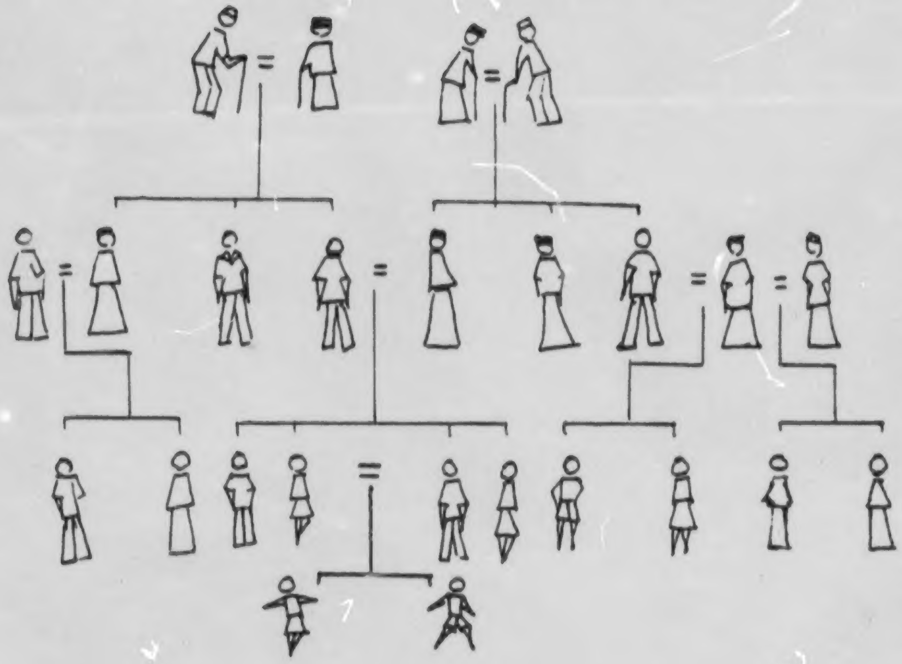
1.	Mary nani nɛ Gbarnga waati jɛli lɛ ni? (tili luulu)	When did Mary come to Gbarnga?
2.	Abu fa sãye jɛli lɛ ni? (binaani ani seĩ)	How old is Abu's father?
3.	Simbili ye Lasana_bolo? (ĩ)	Does Lasana have a girlfriend?
4.	Falagbɛlu diyani Mãniyamɔɔlu ye? (falagbɛ di)	Do the Mandingo like Peace Corps people?
5.	Dɔɔcɛlu ye Hawa muso_bolo? (sawa)	Does Hawa's mother have younger brothers?

Practice asking one another personal information questions. Answer them truthfully. Be sure you review the questions from Lesson 4.

Drill D Answer the following truthfully.

1. Mãniyamɔɔlu̲ diyani i ye?	Do you like the Mandingo people?
2. Dɔ̲ɔnilu̲ ani kɔ̲lɔnilu̲ y'i_bo̲lo?	Do you have any younger or older siblings?
3. I sãye jɛli lɛ ni?	How old are you?
4. Muso y'i_bo̲lo?	Are you married? (to a man)
5. E nani nɛ yano wa̲ati jɛli lɛ ni?	When did you come here?

G. KINSHIP TERMS



Drill A

1. Fanta balamɔɔ di lɛ ni.	These are some of Fanta's relatives.
2. Mohammed ye Fanta bɛmɛcɛ lɛ lɛ.	Mohammed is Fanta's grandfather.
3. Abu ye Fanta bɛ̃kɛ lɛ lɛ.	Abu is Fanta's uncle.
4. Hawa ye Fanta mwa lɛ lɛ.	Hawa is Fanta's grandmother.
5. Fanta ye Mohammed ani Hawa mamani lɛ lɛ.	Fanta is Hawa and Mohammed's grandchild.
6. Seku ani Fanta ye bɛ̃nilu lɛ lɛ.	Seku and Fanta are cousins.
7. Fanta ba ye Seku tɛnɛ lɛ lɛ.	Fanta's mother is Seku's aunt.

Continue working with the drill. The tutor points to a person on the chart and asks jɛnɛ lɛ ni? 'Who is this?' Learners take turns responding. The tutor should repeat the learner's statement making any necessary corrections. All learners then repeat after the tutor.

Drill B

1. N mwa ye duniya bine.	My grandmother is alive.
2. Na dɛ̃baya ye tola bõ kɛ̃lɛ_na.	My immediate family stays in one house.
3. Mɔɔkɔlɔ sɛlɛba ye n_bolo.	I have many ancestors.
4. Seku siini a bɛ̃kɛ_fɛ.	Seku lives with his uncle.
5. Mɔɔkɔlɔlu tɛ duniya.	Ancestors are not alive.

Drill C

1. Cɛmɔɔba ye Abu bɛmɛcɛ lɛ lɛ.	The old man is Abu's grandfather.
2. Hawa ya kalawulẽ ye n bɛ̃kɛ lɛ lɛ.	Hawa's boyfriend is my uncle.
3. Seku mwa y'ai ya baalekɛnyɔ̃ɔ̃ lɛ lɛ.	Seku's grandmother is your co-worker.
4. Aya kũtii ye mwa duunyɔ̃ɔ̃ lɛ lɛ.	Their boss is our friend.
5. Musokɔlɔnu ye Mamadi ya simbili lɛ lɛ.	The old woman is Mamadi's girlfriend.

H. TEXT 1

H.1 Mandingo

Fanta lɛ ni. E baalela n_fɛ. Mɔ bɛ ye baalela dɔlɔtɔlɔ_la. A sãye mũã ani luulu lɛ ni. Cɛ y'a_bolo ani dɛ̃ sawa. A mwa ani a bɛ̃kɛ y'a_dafɛ. A diyani a balamɔɔ bɛ_ye. Ai ye nala ka dɔ̃ni kɛ a luma waati bɛ.

1. Fanta ba̱alela mĩni?
2. A săye jɛli lɛ ni?
3. A we cɛ ta?
4. Dɛ̱̃ jɛli y'a_bo̱lo?
5. Jɛnɛ ani jɛnɛ y'a_dafɛ?
6. A diyani t 'a ba̱lamɔɔlu̱_ye?
7. A ba̱lamɔɔlu̱ ye mĩdɛ kɛla?

H.2 English version

This is Fanta. She is my coworker. We both work at the hospital. She is 25 years old. She is married and has 3 children. Her grandmother and mother's brother live near her. All her relatives like her. They come to eat with her family all the time.

1. Where does Fanta work?
2. How old is she?
3. Is she married?
4. How many children does she have?
5. Who lives near her?
6. Isn't she liked by her relatives?
7. What do her relatives do?

I. DAYS OF THE WEEK

Drill A

tɛnɛlõ...Monday
alabalõ...Tuesday
talalõ...Wednesday
alamisalõ...Thursday
jumalõ...Friday
sibili...Saturday
jumasilõ...Sunday

To practice matching the names with the days, use a calendar. Have your tutor point to a day.

Drill B

1. Bi ye jumasilõ.	Today is Sunday.
2. Kunu tɛ alamisalõ lɛ lɛ.	Yesterday was Thursday.
3. Sini kɛtɛ talalõ lɛ lɛ.	Tomorrow will be Wednesday.
4. Bi tɛ tɛnɛlõ.	Today is not Monday.
5. Sini tɛna alabalõ lɛ lɛ.	Tomorrow will not be Tuesday.
6. Kunu titɛ sibili lɛ lɛ.	Yesterday was not Saturday.

J. WHEN AND WHY QUESTIONS

Drill A

1.	Waati mĩdɛ_lɔ e malo dɔ̃na?	When do you eat rice?
2.	Waati mĩdɛ_lɔ ai kɛtɛ na?	At what time will they come
3.	Waati mĩdɛ_lɔ [illegible] na n tɛnɛ bɛ̃na?	When did you meet my aunt?
4.	Waati mĩdɛ_lɔ i kɛtɛ kini tibi?	When will you cook the rice?

Drill B

1.	Ni kini tibila kulalɛni.	I am cooking the rice now.
2.	Ai kɛtɛ yano tili sawa.	They will be here in 3 days.
3.	Waati bɛ ni kini dɔ̃na.	I always eat rice.
4.	N n'a tenɛ bɛ̃na lɔt tã timini.	I met your aunt 10 weeks ago.

Return to Drill A. Listen as the tutor asks the questions and answer them without looking at Drill B.

Drill C

1.	Mĩdɛlɔ?	Why?
2.	Mĩdɛlɔ i taala lakɔli_la?	Why do you go to school?
3.	Mĩdɛlɔ cɔmɔnu na nala yano?	Why did the old man come here?
4.	Mĩdɛlɔ a tɛnɛ na wo kɛla?	Why did his aunt do that?
5.	Mĩdɛlɔ Mamadi bɛ̃kɛ na wo ko?	Why did Mamadi's uncle say that?

After you understand these questions, try to make up answers to them.

Drill D

1.	A tɛɛ a fɛ k'a kɛ.	She wanted to do it.
2.	Balamɔɔlu y'a_bolo toda_la.	He has relatives in town.
3.	N a fɛ ka fẽ sɛlɛba kalã.	I want to learn many things.
4.	Mɔɔlu n'a nyinikala ko a k'a ko.	The people asked him to say it.

K. INTRODUCTIONS

Drill A

A:	N duunyɔ̃ɔ̃, n kɔ̲lɔcɛ lɛ ni. A fo. N kɔ̲lɔcɛ, n duunyɔ̃ɔ̃ lɛ ni.	My friend, this is my older brother. Greet him. My brother, this is my friend.
B:	Ni wula, tãna ma si?	Good afternoon. How are you?
C:	Ĩ, ni wula.	Yes, good afternoon.
B:	Mɔ we nyɔ̃ɔ̃ bɛ̃.	We have met before.
C:	Ĩ.	Yes.

Drill B

1.	N duunyɔ̃ɔ̃ lɛ ni.	This is my friend.
2.	N ba̲ lɛ ni.	This is my mother.
3.	Na ka̲lamɔɔ lɛ ni.	This is my teacher.
4.	N ba̲alekɛnyɔ̃ɔ̃ lɛ ni.	This is my coworker.
5.	Na kũtii lɛ ni.	This is my boss.
6.	Na ka̲lãdɛ̃ lɛ ni.	This is my student.

Drill C

Practice introducing different members of the class to one another. Take different roles, i.e., coworker, boss, family member, etc. Include personal information questions learned earlier.

L. TEXT 2

L.1 Mandingo

Tɛnɛlõ Seku k'a duunyɔ̃ɔ̃ fila kili ka dɔ̃ni kɛ a_fɛ. A k'a̲i_ ñyinikala ko a̲i ye na talalõ wula_la. A̲i ka dĩnye ka na wa̲ati wo̲_lɔ. Talalõ a̲i seni. A̲i k'a̲i nyɔ̃ɔ̃ fo. Kini we mɔ. A̲i k'a̲i sii ka dɔ̃ni kɛ. A̲i ka bã ka balo kɛ wa̲ati jã. Su we taa. A̲i duunyɔ̃ɔ̃lu̲ k'a fo̲ ko a̲i taato lɛ. Seku ka taa a̲i lɔsia sia_la.

1. Mĩdɛlɔ Seku k'a duunyɔ̃ɔ̃ fila kili?
2. Wa̲ati mĩdɛ a k'a̲i kili?
3. A ka mĩdɛ fo̲ a̲i_ye?
4. A̲i ka dĩnye a_ma?
5. Seku duunyɔ̃ɔ̃lu̲ ma Seku fola?
6. A̲i k'a̲i sii ka mĩdɛ kɛ?
7. A̲i ka bã ka mĩdɛ kɛ?
8. Seku duunyɔ̃ɔ̃lu̲ k'a fo̲ ko a̲i taato wa̲ati mĩdɛ?
9. Seku ka mĩdɛ kɛ?

L.2 English version

Monday Seku called his two friends to eat with him. He asked them to come on Tuesday evening. They agreed to come at that time. Tuesday they arrived. They all greeted each other. The rice was ready. They sat down to eat. They finished and sat and talked for a long time. It was very late. His friend said that they were going. Seku carried them on the road.

1. Why did Seku call his two friends?
2. When did he call them?
3. What did he say to them?
4. Did they agree to it?
5. Didn't Seku's friends greet him?
6. They sat down and did what?
7. They finished and did what?
8. When did Seku's friends say that they were going?
9. What did Seku do?

M. POSSESSIVE PRONOUNS

1.	Na buku lɛ ni.	This is my book.
2.	N ta lɛ ni.	This is mine.
3.	I ya bõ lɛ ni.	This is your house.
4.	I ta lɛ ni.	This is yours.
5.	Fanta ya sise lɛ ni.	This is Fanta's chicken.
6.	A ta lɛ ni.	This is hers.
7.	Mwa malo lɛ ni.	This is our rice.
8.	Mɔ ta lɛ ni.	This is ours.
9.	Aya fẽnu lɛ ni.	These are our things.
10.	Ai ta lɛ mulu.	These are ours.
11.	Aya wali lɛ ni.	This is their money.
12.	Ai ta lɛ ni.	It is theirs.

N. CONJOINING SENTENCES WITH THE SAME SUBJECT

Drill A

1.	Fanta taato yanc ka dɔ̃ni kɛ mɔ_ye.	Fanta is coming here to eat with us.
2.	Hawa tɛɛ a fɛ ka taa lakɔli_la.	Hawa did not want to go to school.
3.	Mɔ ka baale bã ka taa luma.	We finished the work and went home.
4.	Seku taato ka baale kɛ sɛnɛ_lɔ.	Seku is going to work at the farm.

Drill B

Example: A. Abu ye buku kalãna.
B. E lɛtɛlɛ sɛbɛla.
C. Abu ye buku kalãna ka lɛtɛlɛ sɛbɛ.

1.	Lassanatɛ nala kesu_lɛ. A tɛ mãgolo dɔ̃na.	Lassana is not carrying a box. He is not eating a mango.
2.	Fanta ye taamala lɔɔfɛ_lɔ. E kumala a duunyɔ̃ɔ̃_ye.	Fanta is walking to market. She is talking with her friend.
3.	Cɛmɔɔba tɛ ji mĩna. A tɛ malo dɔ̃na.	The old man is not drinking water. He is not eating rice.
4.	Dɔlɔtɔlɔ v'a ba dɛmɛla. E wali dila a_ma.	The doctor is helping my mother. He is giving her money.

Drill C

Example: A. Fanta ma se.
B. A ma mɔ kilila.
C. Fanta ma se ka mɔ kili.

1.	Na balamɔɔ bɛ ka na misili_la. Ai kā sɛli yeno.	My family all came to the mosque. They prayed there.
2.	Joya we dinye sòŏ_ma. A ka fani să n_ma.	The merchant agreed to the price. He sold me the cloth.
3.	Dɛ̆nu ka aya buku ta. Aī we bɔ da_lā.	The children picked up their books. They walked out the door.
4.	N ma tilĕna n bolo kini_ma. N ma pitiki yɛ̆nā.	I did not turn to the right.

0. ko 'that'

Drill A

1.	N k'a ko ko n m'a kɛla.	I said that I did not do it.
2.	Hawa y'a nyinikala ko mɔ nato balo a bŏ_na.	Hawa is asking us to come visit her.
3.	Kalamɔɔ k'a lŏ ko dɛ̆cɛ we taa.	The teacher knows that the boy left.
4.	Musokɔlɔnu tɛɛ a fɛ ko kŭtii kɛtɛ a dila mɔ_ma.	The old woman wanted the leader to give it to us.

Drill B

1.	Mɔ m'a ko ko Fanta tɛɛ yano.	We did not say that Fanta was here.
2.	Fanta ma mɔ nyinikala ko mɔ ka na a bŏ_na.	Fanta did not ask us to come to her house.
3.	Abu ye mɔ nyinikala ko mɔ tɛna wali dila i_ma.	Abu asked us not to give you the money.
4.	N kɔlɔmuso y'i nyinikala ko i tɛnā fanikalaba dɛmɛla.	My older sister is asking you not to help the tailor.

Drill C

Return to Drill A, make the sentences into a corresponding negative sentence. Then, return to Drill B, change each sentence to its corresponding positive sentence.

0. GRAMMAR AND CULTURE NOTES

0.1 Time Expressions

To express the English concepts of "in the (time of day)", one must use a postpositional phrase as the following examples demonstrate.

sɔɔmăda_la	in the morning
su_lɔ	in the evening
wula_la	in the afternoon

0.2 ka na nɛ X_la lɛ ni

The phrase ka na nɛ X_la lɛ ni, may be translated into English as "to come (time expression) ago". X represents a time expression like 'ten months' or 'five days'. When used in a sentence, the verb requires the suffix -ni, this is the same suffix that was described in the Grammar and Culture Notes of lessons 4 and 8.

N nani yano a kalo naani_la lɛ ni.	I came here four months ago.
Ai nani tɛ Labiya a sã kɛlɛ̆_na lɛ ni.	They didn't come to Liberia a year ago.

The negative is formed by placing the negative auxiliary tɛ after the verb, nani.

Notice that:

1. if there is a locative phrase (naming 'where' the person came to) that the phrase immediately follows the verb
2. there the pronoun a immediately preceeds the time expression.

0.3 Numbers

In the Mandingo counting system, to form the numbers 30, 40, 50,...90, the prefix bi- is added to the numbers 3, 4, 5,...9; that is, bisawa, binaani, biluulu,...nikɔnɔ. (See the vocabulary list at the beginning of this lesson for the complete list.) The number, 20, is translated as the word, mũã, not as "bifila".

0.4 Days of the Week

The word lõ, 'day', is used when forming the days of the week in Mandingo. The word for 'Saturday', does not require the use of lõ.

jumasilõ	Sunday
tɛnɛlõ	Monday
talalõ	Tuesday
alabalõ	Wednesday
alamisalõ	Thursday
jumalõ	Friday
sibili	Saturday

0.5 ka kã

The phrase ka kã is translated into English as "must, should, ought to". It is followed by the word ka and the verb of the sentence. The negative, "must not, should not", requires the auxiliary ma.

I ka kã ka taa lakɔli_la.	You must go to school.
I ma kã ka taa lakɔli_la.	You must not go to school.

0.6 ba

Ba may be translated as 'many, lots of'. It functions as an adjective and follows the noun it modifies.

Dɛ̃ ba ye Fanta_bolo.	Fanta has lots of children.

In some instances, it may be translated as 'very'; for example:

A sãye ba lɛ ni.	She is very old.

0.7 Placement of o

O, 'that' appears in front of the noun it modifies, e.g.,

N nato o waati.	I will come at that time.

This differs from the normal placement of adjectives, which is after the noun it modifies.

O.8 Introductions - Culture Note

If you are introducing one person to another, the general rule is to begin by presenting the older person to the younger one, for example, "My friend, this is my father. Greet him." It is not necessary to give the individuals' names. Let them ask one another. It will give them something to talk about.

If you are introducing yourself to a group, it is a gesture of respect for all present to begin by introducing yourself to the eldest member present. Sometimes it may be more appropriate to begin with the individual having the highest social position. As social position and increasing age complement one another in Mandingo society, the two characteristics may amount to the same thing.

P.9 Trespassing/Private Property -- Culture Note

The idea of trespass, as it is known in the United States, does not seem to exist in Liberia. It is very common for people to walk through one another's yards rather than to walk on the street, often there is no street. There are, however, prohibitions against staring into someone's house or walking into someone's house without knocking. It is wise to talk to your neighbors and find out what the customs are in your particular area.

P.10 ka

The auxiliary ka can be used to conjoin two or more sentences that have the same subject and is often translated as "and"; in negative sentences it may be translated as "or." When the two sentences are joined, only the first verb will reflect the tense of the sentence; the other verb(s) appear in the infinitive form. In general, the sentences that are joined must both refer to actions taking place within a short space of time.

Fanta tɛna baale kɛla sini.	Fanta will not work tomorrow.
Fanta tɛna tibili kɛla sini.	Fanta will not cook tomorrow.
Fanta tɛna baale kɛla ka tibilia kɛ sini.	Fanta will not work or cook tomorrow.

P.11 *ko*

The word *ko* is used in Maniyaka with certain verbs to connect sentences that have different subjects. Unlike *ka*, *ko* sentences require that tense be marked on each verb of the sentence. *ko* is literally translated as "that."

Mɔɔlu n'a nyinikala.	The people asked him.
A k'a ko.	He said it.
Mɔɔlu n'a nyinikala ko a k'a ko.	The people asked him to say it. (*lit.*, the-people-him-ask-that-he-it-say)
Fanta kɛtɛ mɔ nyinikala.	Fanta will ask us.
Mɔ taato a bõ na.	We will go to her house.
Fanta kɛtɛ mɔ nyinikala ko mɔ taato a bõ na.	Fanta will ask us to come to her house.

ko may also be used in sentences having the same subject and where in English "that" would appear before a subordinate clause. Again, every verb must be marked for tense.

Ai k'a fo ko ai taato sini.	They said that they will go tomorrow.
N k'a fo ko n ma taa yeno.	I said that I did not go there.

Q. HOMEWORK

1. Go out and talk to at least two Mandingos. Ask them the personal information questions in this lesson. Report your experiences back to the class. If you are not in Liberia, practice interviewing your fellow class members.
2. Write a 10-15 line text about yourself. Bring it to class. After your tutor corrects your 10-15 line text, memorize it.
3. Choose 10 vocabulary items and write sentences using them. Choose words that you feel less comfortable with or less certain about their usage or meaning.
4. Ask your tutor or other Mandingo friends about Mandingo family life and its structure. For example, how do family members interact? What members are closest? Who can ask who for what kind of help?

R. SELF-EVALUATION

1. Can you respond to the following:
   - a. I sãye jɛli lɛ ni?
   - b. I lɛ tɔ̲ɔ di?
   - c. E nani nɛ yano a wa̲ati jɛli lɛ ni?
   - d. Yano diyani i_ye?
   - e. Kɔ̲lɔmuso y'i_bo̲lo?
   - f. Muso/cɛ y'i_bo̲lo?
   - g. Bi ye lõ mĭdɛ ye?
   - h. Ni sɛ o̲.
2. Can you cite the days of the week?
3. Can you count from 1-100?
4. Translate the following into Mandingo. (Check their correctness with your tutor.)
   - a. This is mine.
   - b. Mamadi has 3 wives.
   - c. There are 78 people in the town.
   - d. Why did the old woman say that?
   - e. My boss came to work in the afternoon.
   - f. My grandmother and aunts will come here this evening.
   - g. The PCV has been here for 5 months.
   - h. I want to go to school.
   - i. We asked our friend to come eat with us tonight.
5. Define the following words and use them in a sentence. (Have your tutor check the sentences for errors.)

kalawulẽ
ka bɛ̃
kulalɛni
di gbɛlɛ
dila
ka lɔsia
ka fo̲

LESSON 10

REVIEW LESSON

This is the second review lesson. Remember, use the text with the tutor. First, the tutor reads the text twice while the learners listen, books closed. On the third reading, the learners transcribe the text line by line, as was done in the last review chapter. Then check the transcriptions against the text in the book. Difficult sentences should be re dictated. The tutor then will proceed with the fourth reading. After the fourth reading, the tutor will ask questions. Learners should concentrate on oral responses.

A. TEXT

Kunu kɔ̃gɔ tɛɛ nɛ ani Fanta_la. Mɔ tɛɛ a fɛ ka taa lɔ̱ɔfɛ_lɔ ka dɔ̃nifẽ di sã wa wa̱li titɛ mɔ_bo̱lo. Fanta ye ba̱alela lakɔli_la wa a̱i m'a sala di ba. Mɔ taani ka mɔ duunyɔ̃ɔ̃_ma nyinika ko e wa̱li di di mɔ_ma. Mɔ duunyɔ̃ɔ̃ ka da̱la tã di mɔ_ma. Mɔ ka taa lɔ̱ɔfɛ_lɔ misili_kɔma. Ma̱lo da tɛɛ su̱mu kɛ̱lɛ̃ ni fõ̱ kɔpu kɛ̱lɛ̃. Mɔ ka kɔpu sawa sã. Mɔ fana ka jabibi kɛ̱lɛ̃ sã ani wolo na̱ani ani tia lasili fila ani fi̱labula lasili kɛ̱lɛ̃. Mɔ ka jɛ̱ɛ fila sã su̱mu fila ani ne̱ĩ. Jabibi diyani tɛɛ. Wolo kunani tɛɛ. Mɔ ka ti̱bili kɛ ka dɔ̃ ka ji̱ mĩ. Ji̱ sumani tɛɛ. A diyani tɛɛ. Tili_lɔ dɔ̃nifẽ tɛɛ tabali_ka bɔɔ_kɔ̱nɔ.

1. Kɔ̃gɔ̃ tɛɛ jɛnɛ_la?
2. A̱i tɛɛ a fɛ ka mĩdɛ kɛ?
3. Wa̱li jɛli tɛɛ a̱i_bo̱lo?
4. Mĩdɛlɔ wa̱li titɛ a̱i_bo̱lo?
5. Jɛnɛ ka wa̱li di di a̱i_ma?
6. A̱i ka mĩdɛ sã lɔɔfɛ_lɔ?
7. Jabibi ye jɛli ye?
8. Wolo da ye jɛli ye?
9. A̱i ka mĩdɛ mĩ?
10. A tɛɛ cɔɔ di?
11. Dɔnifẽ tɛɛ mĩni?

B. DIALOGUE

The dialogue should be used in the following ways:

1. As a pronunciation drill. The tutor reads one line, then the learners repeat. The tutor corrects the learners' pronunciation. Once the learners are repeating fluently, move on to step 2.
2. As a translation drill. The tutor reads a line of the dialogue, then the learners supply the English meaning. Continue this drill until all the learners can give an English equivalent to all lines in the dialogue.

3. As a memorization/recitation drill. The learners practice the dialogue outside class and return prepared to recite it.

A: N duunyɔ̃ɔ̃, ni tili.
B: Ĩ, ni tili.

A: Ko mĩdɛ ye?
B: N duunyɔ̃ɔ̃, n'i kɔ.

A: Mĩdɛ kɛni?
B: Kɔ̃gɔ ye n_na. N sɛɛni wa dɔ̃nifɛ̃ tɛ n_bolo ani siiya tɛ n_bolo.

A: Na n_fɛ_lɔ. N kɛtɛ dɔ̃nifɛ̃ dila i_ma, ani ka dĩga di i_ma k'i sii yeno.
B: Ni cɛ, n duunyɔ̃ɔ̃. Ya bɔ̃ ye mĩni?

A: A_ma jãyani tɛ. E sia_la toda_kɔma.
B: O ka nyi. Na mɔ_ye taa.

C. SENTENCE DICTATION AND TRANSLATION INTO ENGLISH

The tutor reads each sentence three times. Learners transcribe them. After all the sentences have been dictated and checked, any that gave difficulties should be repeated. The learners should then translate the sentences into English.

1. Dɛ̃muso na kini ani filabulu tibila a mwa ya bɔ̃_na.
2. Sise ni balu ye gbe_lɔ bɔ̃_kɔma.
3. Jabibi mĩn ye jɛli lɛ lɛ?
4. Kunu kɔ̃gɔ tɛɛ n_na.
5. Mɔ nani nɛ Labiya a we waati jã_lɔ.
6. Jawa tɛɛ kesukolɔ̃_kɔnɔ jili_kɔlɔ.
7. A di bɔ a sɔ̃ɔ̃_na.
8. Tia luulu ani namasa sawa lɛ tɛɛ i_bolo.
9. Ai ji kɔ?
10. Jilidɛ̃ mĩ sumani an'a diyani.

11. Mɔ dɔ̃ni kɛ nvɔ̃ɔ̃_fɛ sini.
12. Dɔ̱ɔcɛ jɛli ani dɔ̱ɔmuso jɛli y'i_bo̱lo?
13. Ba fila na namasa tã dɔ̃na.
14. Fa̱ni sõõ ye da̱la lu̱ulu taafe kɛ̱lɛ̃.
15. A na lɛtɛlɛ sɛ̱bɛla n_ma kunu.

D. TRANSLATION FROM ENGLISH TO MANDINGO

Learners listen as tutor gives the English sentence. Then they write the Mandingo equivalent. After the learners have finished, the tutor reads the English again and the learners take turns reading their sentences aloud. Learners may check their written answers against those in the book. Remember there is always more than one way to say the same sentence. If a learner's answer differs from the book, the tutor should ascertain whether or not it is grammatically correct.

1. My cousins came to visit me.
2. The animals eat in the field and drink water at the river.
3. Nine students were not at school yesterday.
4. How long have you been here?
5. Where is the market?
6. How much will you offer me?
7. It is five cents for one bundle of greens.
8. The water is bitter.
9. I am looking for my uncle's farm.
10. The house is on the road next to the school.

E. ANSWER QUESTIONS

The tutor reads each question. Learners respond orally.

1. I kɛtɛ jɛli lɛ dila n_ma?
2. Ji̲lɔ y'i_la?
3. Kini gbani?
4. N taato ya bõ̲_na di? (give a description)
5. Labiya diyani a_ye?
6. Tabali ye mĩni?
7. E kulu kɔ ka dɔ̃ni kɛ.
8. I kɛtɛ mĩdɛ dɔ̃na wula_la lɛ?
9. N na wa̲li dila jɛnɛ_ma?
10. E nani nɛ yano a wa̲ati jɛli ye?

ANSWERS

A. TEXT

Yesterday, Fanta and I were hungry. We wanted to go to the market to buy some food. But we had no money. Fanta works at the schools but she wasn't paid this week. We went to ask our friend to give us some money. Our friend gave us $\$10.^{00}$. We went to the market behind the mosque. The price of rice was 25¢ per tin. We bought 3 tins. We also bought 1 pineapple, 4 kolas, 2 piles of peanuts, and 1 bunch of greens. We paid 50¢ for 2 fish. The pineapple was sweet. The kola was bitter. We cooked and ate and drank water. The water was cold, it was good. At lunch the food was on the table in a bowl.

1. Who was hungry?
2. What did they want to do?
3. How much money did they have?
4. Why didn't they have money?
5. Who gave them some money?
6. What did they buy at the market?
7. How much was the pineapple?
8. How much was the kola?
9. What did they drink?
10. How was it?
11. Where was the food?

B. DIALOGUE

A: My friend, good day.
B: Yes, good day.

A: What news?
B: My friend, I need you.

A: What's happened?
B: I am hungry. I'm tired but I haven't any food or a place to stay.

A: Come with me. I will give you food and a place to rest.
B: Thank you, my friend. Where is your house?

A: It is not far. It is on the road behind the town.
B: Good. Come let's go.

C. SENTENCE DICTATION AND TRANSLATION INTO ENGLISH

1. The girl cooked the rice and greens at her grandmother's house.
2. The chickens and goats are in the field behind the house.
3. How much does this pineapple cost?
4. Yesterday I was hungry.
5. We have been in Liberia for a long time
6. The onion was under the tree in the box.
7. Lower the price.
8. You had five peanuts and three bananas yesterday.
9. Do you (pl.) want some water?
10. This fruit is sweet and cold.
11. Let's eat lunch together tomorrow.
12. How many younger brothers and sisters do you have?
13. Two goats ate the ten bananas.
14. The price of cloth is five dollars for one laapa.
15. He wrote me a letter yesterday.

D. TRANSLATION INTO MANDINGO

1. N bẽni_lu̱ nani n balola.
2. Bi̱lafẽnu̱ dɔ̃ni kɛla gbe_lɔ ka taa ji̱ mĩ kɔ_lɔ.
3. Lakɔlidẽnu̱ kɔnɔ titɛ lakɔli_la kunu.
4. E nani nɛ yano a wa̱ati jɛli ye?
5. Lɔ̱ɔfɛ ye mĩni?
6. I kɛtɛ jɛli dila n_ma?
7. Fõ̱ fi̱labulu lasili kɛ̱lɛ̃.
8. Ji̱ kumini.
9. N bẽkɛ ya sɛ̱nɛ nyinila.
10. Bõ̱ ye sia_la lakɔlibõ_tɔɔfɛ.

E. ANSWERING QUESTIONS

1. How much will you offer me?
2. Are you thirsty?
3. Is the food hot?
4. How do I get to your house?
5. Does he like Liberia?
6. Where is the table?
7. Do you need a spoon to eat?
8. What will you eat for supper?
9. To whom did you give the money?
10. How long have you been here?

LESSON 11

TIME, WEATHER, AND ACTIONS

In this lesson the future tense is introduced. Vocabulary and expressions relating to the weather, the sky, and days of the week are presented. The text describes the different seasons of Liberia. The Main Dialogue emphasizes weather terms; the Shorter Dialogues allow the learner to practice using the weather terms and various tenses in combination with the days of the week.

A. GOALS:

1. To learn the future tense.
2. To learn how to describe the weather and the seasons, and how to ask about the weather.
3. To learn vocabulary items and special phrases related to the sky.
4. To learn the days of the week.
5. To learn some action verbs like 'run, walk', and how to modify them with manner adverbs, like 'quickly, slowly'.

B. VOCABULARY

B.1 Days of the Week:

tɛnɛlõ...Monday
alabalõ...Tuesday
talalõ...Wednesday
alamisalõ...Thursday
jumalõ...Friday
sibili...Saturday
jumasilõ...Sunday

B.2 Nouns:

bi...today
kalo...month
kunasini...day before yesterday
kunu...yesterday
lõ...day (used with days of week)
lɔtɛ...week
sãye...year
sini...tomorrow
sinikɛnɛ...day after tomorrow
tili...day

B.3 Weather: (dĩnye, sãye)

fɔ̃nye...wind
gbãgbã...dust
nɛnɛ...cold
samaji...rainy season
sãji...rain
tala...heat, hot
tili...sun
tilima...dry season

B.4 The Sky:

dĩnye...sky
fĩni...dark, black
fɔ̃nye...air
kalo...moon
kɛnɛ...light
lulu...stars
sã...cloud

B.5 Other Nouns:

doobõ, dolobõ...bar
sõ...thief, rogue
waati...time
wale...umbrella

B.6 Action Verbs:

ka boli X_ko...to chase, be behind
ka boli ka taa...to run
ka X di...to give
ka X dõ...to enter into X
ka gbɛ̃...to chase
ka X lano...to make something stop
k'i lɔ...to stop oneself
ka X mina...to catch, hold
ka na X_lɛ Y_nye...to bring X for Y, come with X
ka no X_la...to stop (somewhere)
ka ta...to take
ka taa X_lɛ Y_nye...to carry X for Y
ka taama...to walk

B.7 Time Expressions:

X bɛ...all X, every X
also X X, X o X
X mĩni...this X
X nato...next X, the coming X
sɔɔmãda_la..this morning
su_lɔ...in the evening
X timini...last X, past X
wula_fɛ...in the afternoon

B.8 Other Expressions/Phrases:

ka damina X ka sii Y...from X to Y

dĩnye di?...how's the weather?
also sãnye di?

kamasɔlɔ...because

kula (adj.)...new

ka tunu X_ma...to get away from X; to lose X

tũnye?...really?, for true?

B.9 Adverbs:

bake...quickly

dɔɔni dɔɔni...slowly
also diini diini

joona...soon

kɔtuni...again

kulalɛni...now

walala...plenty, lots of

B.10 Other

bɛlɛ (adj.)...small amout, a little

kɛtɛ...future tense, positive

tɛna...future tense, negative

-to (suf.)...future tense, positive
(limited usage)

wa (conj.)...but

C. MAIN DIALOGUE

A:	Nɛnɛ ye kamasɔlɔ samaji we dõ.	The weather is cool because it is the rainy season.
B:	Ĩ, sãji nani kunu su_lɔ. Bi dĩnye we fĩ. Sãji nato kɔtuni.	Yes, it rained last night. Today it is cloudy. It will rain again.
A:	Ɔ̱̃-ɔ̱̃, sãji tɛna nala. Tili bɔ̱to bi wula_fɛ.	No, it will not rain now. The sun will shine this afternoon.
B:	Wa sãji ye nala tili tili samaji_lɔ.	But it rains everyday in the rainy season.
A:	Ɔ̱̃-ɔ̱̃, wo̱ tɛ kɛla Bong County. Sãji nala tili tili Monlovia. Lõ dulu̱ sãji ye nala Gbarnga su_lɔ.	No, not in Bong County. It rains everyday in Monrovia. Sometimes it rains at night in Gbarnga.
B:	Samaji_lɔ gbãgbã tɛ seyala. Tilima_lɔ fɔ̃nye ye bɔ̱la ani gbãgbã walala. Sãji tɛ nala.	Oh, there isn't much dust in the rainy season. In the dry season there is wind and lots of dust. It never rains.
A:	Kunu n na kã ka wale kula sã kamasɔlɔ n ta sõyani sõ_bo̱lo a tili lu̱ulu lɛ ni. Wo̱ lõ nɛnɛ tɛɛ bɔ̱la ani sãji tɛɛ nala. N na taala wale_lɛ n_bo̱lo. Sõ nani k'a mina. N n'a gbɛ̃na. A na bolila ka taa lɔ̱ɔfɛ_tɔɔfɛ kaatunu n_ma.	Yesterday I had to buy a new umbrella because mine was stolen by a thief five days ago. The day was cold and rainy. I carried my umbrella with me. The thief came and grabbed it. I chased him. He ran into the area next to the market and got away from me.
B:	O̱ ma nyi. Tilima bɔ̱to joona. O̱ we kɛla, i bɛ se ka ya wale la ya bõ_na.	That's too bad. Soon the dry season will be here. Then you can leave your umbrella at home.

NOTE: Unless otherwise noted, drills should be used as listen and repeat drills. The tutor reads a sentence, learners repeat. Each sentence is repeated at least three times. The tutor checks learners individually for pronunciation. After all the sentences in a drill have been practiced, learners should look at the sentences and make certain they understand the meaning of each sentence.

D. WEATHER

For Drills A-E, listen and repeat. Then tutor asks the questions in a drill; learners take turns responding with possible answers. Use the pictures that appear after Drill E as references for the drills.

Drill A

1. A ka nyi.	It's okay.
2. Sãji ye nala.	It is raining.
3. Tili tɛ bɔla.	It is not sunny.
4. Sãji tɛ nala.	It is not raining.
5. Tili ye bɔla.	It is sunny.
6. Sãye di?	How is the weather?

Drill B

1. Tala ye.	It is hot. (*lit.*, sweat-is)
2. Nɛnɛ tɛ.	It is not cold.
3. Nɛnɛ ye.	It is cold.
4. Tala tɛ na.	It is not hot. (*lit.*, sweat-not-come)
5. Sãye di?	How is the weather?

Drill C

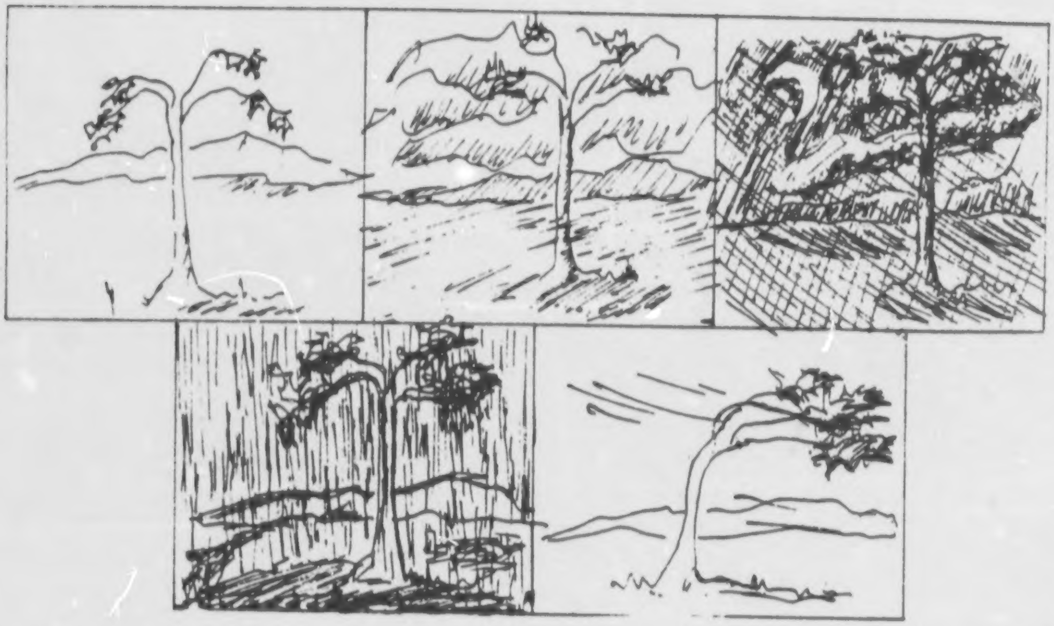
1. Fɔ̃nye tɛ nala.	The wind is not blowing.
2. Sãye fĩni.	The sky is dark.
3. Gbăgbă sɛlɛba ye.	There is lots of dust.
4. Fɔ̃nye ye nala.	The wind is blowing.
5. Kɛnɛya ye.	The sky is light.
6. Sãye di?	How is the weather?

Drill D

1.	Tili gbani bi.	The sun is fierce today.
2.	Sãjiba ye nala.	It's raining very hard.
3.	Fɔ̃nye tɛ taala.	The air is still.
4.	Sãye di?	How is the weather?

Drill E

1.	Tilima lɛ ni.	It is the dry season.
2.	Samaji lɛ ni.	It is the rainy season.
3.	Samaji tɛ.	It is not the rainy season.
4.	Tilima tɛ.	It is not the dry season.
5.	Tilima_lɔ sãye di?	In the dry season, what is the weather?
6.	Samaji_lɔ sãye di?	In the rainy season, what is the weather?
7.	Tilima ye taala October ka na March.	The dry season begins in October and ends in March.
8.	Samaji ye taala April ka na September.	The wet season begins in April and ends in September.
9.	Samaji ye wa̲ati mĩdɛ?	When is the wet season?
10.	Tilima ye wa̲ati mĩdɛ?	When is the dry season?



After completing the above drills, the tutor should use the pictures above to test the learners' recall. Pointing to a picture the tutor asks Sãye di? "How's the weather?" The learners take turn answering correctly. Even if more than one statement can be made about a picture, each learner need only give one answer. For further practice the tutor may also ask questions like, Waati mĩdɛ_lɔ sãji ye nala? "When is it rainy?" or Gbãgbã ye waati mĩdɛ_lɔ? "When is there a lot of dust?" The learner would then respond with the appropriate season name, and as always, use a complete sentence; for example, Sãji ye nala samaji_lɔ, "It rains during the rainy season."

E. FUTURE TENSE FOR WEATHER EXPRESSIONS

Drill A

1. Sini sãji nato.	Tomorrow it will rain.
2. Tili tɛna bɔ̱ sini.	The sun will not shine tomorrow.
3. Nɛnɛ nato.	It will be cold.
4. Tala tɛna na.	It will not be hot.
5. Sini gbãgbã sɛlɛba nato.	Tomorrow there will be lots of dust.
6. Fɔ̃nye tɛna taa sini.	There will be no wind tomorrow.

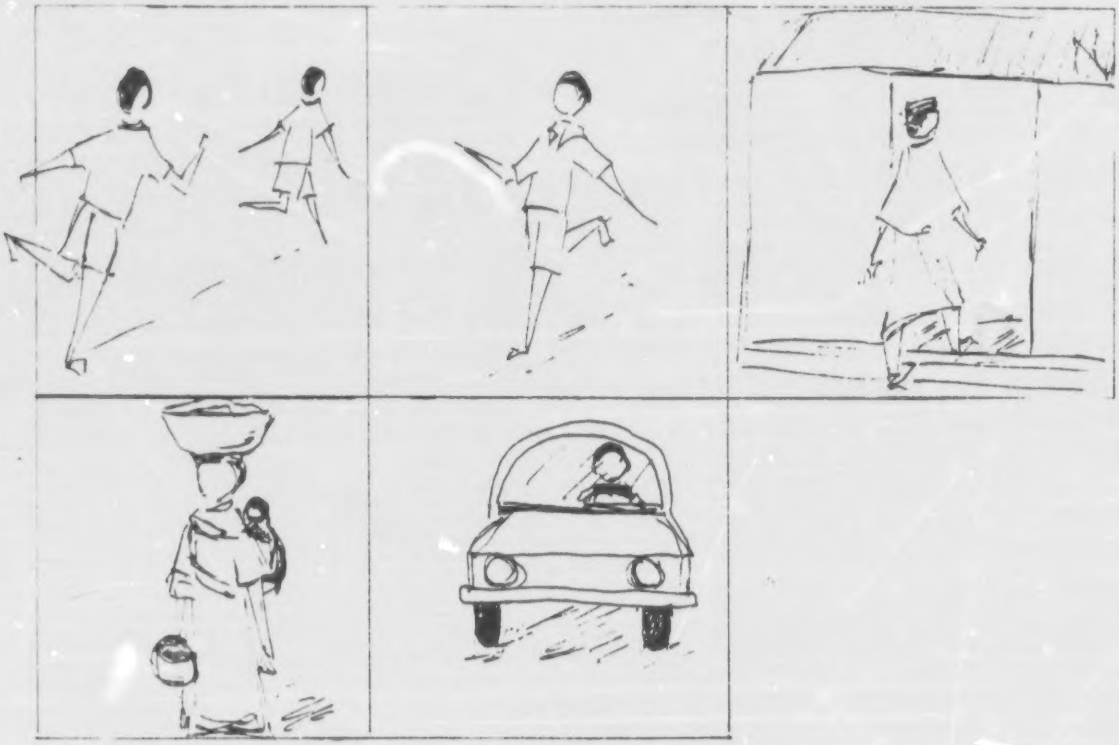
Drill B

1. Sãji nato joona.	It will rain soon.
2. Tili bɔ̱to kɔtuni.	The sun will shine again.
3. Kɛnɛya nato kɔtuni.	The sky will be light again.
4. Fɔ̃nye nato joona.	The wind will blow soon.

For additional practice on forming the future tense for weather expressions, return to section D. Put each sentence in Drill A-D into the future tense.

F. ACTION VERBS

The tutor should point to each picture and describe the action. Learners repeat after the tutor. After drilling the learners on the actions, the tutor tests the learners for comprehension. This may be done by pointing to a picture and asking E mĩdɛ la? 'What is s/he doing?"



Drill A

1.	E taamala.	He is walking.
2.	E bolila ka taa.	She is running.
3.	E mõboli bolila.	He is driving a car.
4.	E bolila sise_ko.	He is chasing the chickens.
5.	E malo dila wulini_ma.	She is giving rice to the dog.
6.	E bõ dõna.	He is entering the house.
7.	A tɛ buyõ minala.	She is not catching a pig.

Drill B

Review the formation of the past tense by putting all the sentences under Drill A into the past tense, first in a positive form and then in a negative form. Check all responses with your tutor. For example:

A. E taamala.	She is walking.
B. A na taamala.	She walked.
C. A tɛ taama.	She did not walk.

Drill C

1. Dɛ̲̃musolu̲ ye bolila bake.	The girls walk quickly.
2. Cɔmɔnu na dɔ̃ni kɛla dɔ̲ɔni dɔ̲ɔni.	The old man ate slowly.
3. Mɔ nato joona.	We will come soon.
4. A̲i kɛtɛ ba̲ale kɛla.	They will do the work again.

Drill D

1. Musolu̲ taani lɔ̲ɔfɛ_lɔ bake.	The women hurried to the market.
2. Fanta na kini ti̲bila dɔ̲ɔni dɔ̲ɔni.	Fanta cooked the rice slowly.
3. Kũtii wulito ka ku̲ma joona.	The boss will finish talking soon.
4. Sõ na tunula mɔ_ma kɔtuni.	The thief got away from us again.

G. FUTURE TENSE ACTION VERBS

Drill A

1. N kɛtɛ kini ti̲bila sini.	I will cook rice tomorrow.
2. Mɔ tɛna dɔ̃ni kɛla su_lɔ.	We will not eat tonight.
3. Hawa bolito ka taa lakɔli_la.	Hawa will run to school.
4. A̲i tɛna nisi minala.	They will not catch the cow.
5. Mɔ tɛna yano talalõ.	We will not be here Wednesday.
6. I kɛtɛ bõ̲ dõna sɔɔmanda_la.	You will enter the house in the morning.

Drill B

1. Dɛ̲nu̲ kɛtɛ jamanakũtii yɛla.	The children will see the head of state.
2. Abu nato mwa bõ_na jumasilõ.	Abu will come to our house Sunday.
3. Polisi kɛtɛ sõ minala.	The police will catch the thief.
4. Fanta taato aya wale_lɛ.	Fanta will carry her umbrella.
5. Sãjiba nato sini.	It will rain hard tomorrow.

Drill C

Put all the sentences in Drill B into the negative. For example:

A. N taamato sɛ̲nɛ_lɔ.	I will walk to the farm.
B. N tɛna taamala sɛ̲nɛ_lɔ.	I will not walk to the farm.

Drill D

Return to section F--Action Verbs. Change all the sentences in Drill A into the future tense, give both positive and negative examples. For example:

A. E taato.	He is going.
B. E taato sini.	He will go tomorrow.
C. A tɛna taala sini.	He will not go tomorrow.

H. THIS, LAST, NEXT, EVERY

Drill A

1. E nato lɔtɛ mĩni.	He will come this week.
2. E ma na kalo timini.	She didn't come last month.
3. E tɛna nala sãye nato.	He will not come next year.
4. E nala yano su o̲ su.	She comes here every evening.

Drill B   X mĭni 'this X'

1.	Abu taato balo mɔ_fɛ lɔtɛ mĭni.	Abu will visit us this week.
2.	Ka̱lamɔɔ ku̱mato mɔ_fɛ wula_fɛ.	The teacher will talk to us this afternoon.
3.	Ni toto yano su_lɔ.	I am staying here this evening.
4.	Muso tɛ yeno sɔɔmăda_la.	The woman isn't there this morning.
5.	Ai nato kalo mĭni.	You are coming this month.

Drill C   X nato 'next X'

1.	Lasana tɛna taala falagbɛjamana săye nato.	Lasana will not go to America next year.
2.	Samaji daminato kalo nato.	The rainy season will begin next month.
3.	Săji nato lɔtɛ nato.	The rain will come next week.
4.	Hawa taato lakɔli_la kalo nato.	Hawa will go to school next month.

Drill D   X timini 'last X'

1.	Lɔtɛ timini n na bolila wu̱lini_ko.	Last week I chased the dog.
2.	Kalo timini tili na bɔ̱la kuju.	Last month the sun shone fiercely.
3.	Fanta na taala Dukɔr săye timini.	Fanta went to Monrovia last year.
4.	Fa̱nikalaba ma bă k'aya ba̱ale kɛ lɔtɛ timini.	The tailor didn't finish his work last week.

Drill E   X o̱ X, XX 'every X'

1.	Mɔ ye taala misili_la tili tili.	We go to the mosque everyday.
2.	Sɔɔma sɔɔma a̱i ye taamala lɔ̱ɔfɛ_lɔ.	Every morning they walk to the market.
3.	Su o su e nola doobŏ_na.	Every evening you stop at the bar.
4.	Ni mŏ̱boli bolila Ngapa lɔtɛ lɔ̆tɛ.	I drive a car to Ganta every week.

I. TEXT

I.1 Mandingo

Labiya wa̲ati fila lɛ mɔ_bo̲lo: samaji ni tilima. Kalo mĩni July lɛ. Samaji lɛ ni kulal ni. Samaji ye bɔ̲la ka damina April ka sii September_la Gbarnga. July ani August sãjiba ye nala wo̲ kalo lɛ la. Tili tɛ bɔ̲la kalo wu̲lu̲_la. Dĩnye we fĩ. Sãji ye nala wa̲ati bɛ.

Tilima bɔ̲to lɛ joona nyina. Tilima ye daminala October ka sii March_la. Tilima_lɔ sãji bɛlɛ tɛna nala. Tili bɔ̲to wa̲ati bɛ. Wa̲ati di tala ye bɔ̲la. Tili_lɔ tala bɔ̲to. Wa su_lɔ sumaya kɛtɛ dona.

1. Wa̲ati jɛli lɛ Labiya?
2. A̲i tɔ̲ɔ di?
3. Wa̲ati mĩdɛ ye samaji lɛ?
4. Sãjiba ye nala wa̲ati mĩ_nɔ?
5. Samaji we dõna dĩnye kɛla di?
6. Tilima wa̲ati mĩdɛ?
7. Tilima we bɔ̲la dĩnye kɛla di?

I.2 English Version

In Liberia there are two seasons: the rainy season and the dry season. This is July. The rainy season is now. The rainy season starts in April and goes to September in Gbarnga. July and August are the months with the most rain. The sun does not shine during these months. The sky is dark. It rains all the time.

Soon it will be the dry season. The dry season goes from October to March. In the dry season there will be only a little rain. The sun will shine every day. Sometimes it is too hot during the day. But at night it is cold.

1. How many seasons are there in Liberia?
2. What are they called?
3. When is the rainy season?
4. What months have the most rain?
5. What is the weather like in the rainy season?
6. When is the dry season?
7. What is the weather like in the dry season?

J. THE SKY

Drill A

1.	Sãye fĩni.	The sky is dark.
2.	Kɛnɛya ye.	It's light (outside).
3.	Lulu̲ ani kalo ye sãye_kɔ̲nɔ.	The stars and moon are in the sky.
4.	Sãnu̲ gbɛni.	The clouds are white.
5.	Fɔ̃nye tɛ taala.	The air is still.

Drill B

1.	Tili ye bɔla. also T̄ili ye nala.	The sun is rising.
2.	Tili ye taala.	The sun is setting.
3.	Kalo nato wula_fɛ.	The moon will rise in the afternoon.
4.	Kalo kulani.	The moon is new.
5.	Kalo taato joona su_lɔ.	The moon sets early tonight.

K. DAYS OF THE WEEK

Drill A

tɛnɛlõ...Monday
alabalõ...Tuesday
talalõ...Wednesday
alamisalo...Thursday
jumalõ...Friday
sibili...Saturday
jumasilõ...Sunday

Practice reciting the days until each learner can say them in order.

> NOTE: It is helpful to have a calendar in the classroom to use in the practice of drill B and for section L - Other Dialogues.

Drill B

1. Tɛnɛlõ ye bi.	Today is Monday.
2. Kunu ye jumasilõ lɛ lɛ.	Yesterday was Sunday.
3. Alabalõ ye sini.	Tomorrow will be Tuesday.
4. Sinikɛnɛ ye talalõ lɛ lɛ.	The day after tomorrow will be Wednesday.
5. Kunasini tɛɛ sibili lɛ lɛ.	The day before yesterday was Saturday.

Continue practicing using the days of the week in connection with bi, kunu, sini and sinikɛnɛ. The tutor chooses a reference point, for example, 'Yesterday was Tuesday' and then asks a question, for example 'What was the day before yesterday?' or 'What will tomorrow be?'

SUNDAY	MONDAY	TUESDAY	WEDNESDAY

L. SHORTER DIALOGUES

Dialogue 1: Today

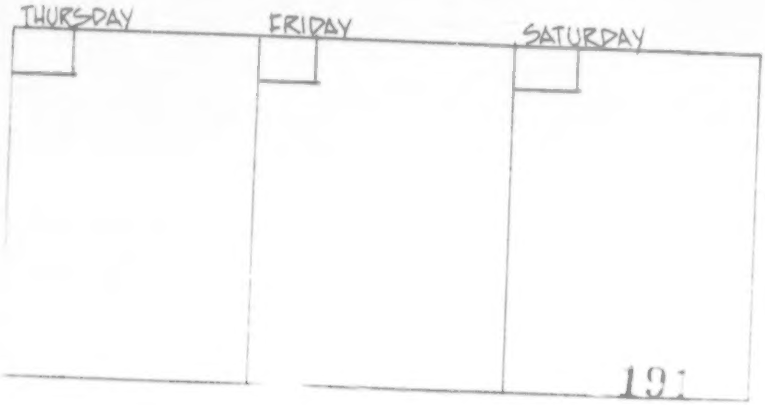
A:	Lõ mĩdɛ bi?	What is today?
B:	Bi talalõ lɛ bi.	Today is Wednesday?
A:	Dĩnye di?	What is the weather?
B:	Tili we bɔ. Wa fɔ̃nye kɛtɛ teela ani sãji nato joona.	The sun is shining. But soon the wind will blow and the rain will come.
A:	Mĩdɛlɔ sãji nato bi?	Why will it rain today?
B:	Kamasɔlɔ samaji lɛ ni sãji ye nala tili o tili.	Because this is the rainy season it rains every day.

Dialogue 2: Yesterday

A:	Alabalõ lɛ tɛɛ kunu.	Yesterday was Tuesday.
B:	ɔ̃-ɔ̃, alabalõ titɛ kunu. Jumasi lɛ tɛɛ.	No, yesterday wasn't Tuesday. It was Sunday.
A:	Tũnye? Sãji na walala kunu.	For true? The rain was heavy yesterday.
B:	ɔ̃-ɔ̃, sãji ma na. Tili gbani bake.	No, it didn't rain. The sun shone very hot.

Dialogue 3: Tomorrow

A:	Alamisalõ lɛ sini.	Tomorrow will be Thursday.
B:	Ĩ, sãji tɛna nala.	Yes, it will not rain.
A:	Mĩdɛlɔ?	Why?
B:	Kamasɔlɔ tilima lɛ ni tili bɔto sini.	Because this is the dry season the sun will shine tomorrow.



M. GRAMMAR AND CULTURE NOTES

M.1 The Future Tense

In Măniyakă the future tense for action verbs, including transitive verbs is formed as follows. (1) kɛtɛ is the auxiliary used for positive statements. The suffix -la is added to the verb. (2) tɛna is the auxiliary used for negative statements. The use of the suffix -la is optional in negative statements.

N kɛtɛ kini tibila sini.	I will cook rice tomorrow.
N tɛna kini tibi sini.	I will not cook rice tomorrow.
or N tɛna kini tibila sini.	

The future tense for intransitive verbs, like "go" and "come, is formed as follows. (1) For positive sentence the suffix -to is added to the verb. (2) For negative sentences the auxiliary tɛna is used. The use of the suffix -la is optional in negative sentences.

Kɛnɛya nato kɔtuni.	The sky will be light again.
Kɛnɛya tɛna na kɔtuni.	The sky will not be light again.
or Kɛnɛya tɛna nalɔ kɔtuni.	

M.2 Manner Adverbs

Manner adverbs are used to describe how the action of a sentence was performed. The manner adverbs introduced in this lesson are:

bake	quickly
dɔɔni dɔɔni	slowly

Manner adverbs generally appear at the end of a sentence.

Mɔɔlu ye bolila bake.	The people walk quickly.
A na kală kɛla dɔɔni dɔɔni.	She read slowly.

M.3 Time Adverbs

Time adverbs are used to specify when the action of a sentence took place. The time adverbs introduced in this lesson are:

joona	soon
kɔtuni	again
kulalɛni	now

Time adverbs usually appear at the end of a sentence.

Mɔ nato joona.	We will come soon.
Sõ na tunũna mɔ_ma kɔtuni.	The thief got away from us.
E yano kulalɛni.	She is here now.

M.4 tũnye? -- Culture Note

Tũnye? is a question heard everywhere. Its literal translation is "Is it true?" However, a more accurate English counterpart is "really?" It indicates surprise and does not necessarily question the truthfulness of a statement.

N. HOMEWORK

1. Write a ten-sentence text describing the weather in America. Before writing the text, find out from your tutor how to explain ice and snow. Have your tutor check the text for correctness.
2. Ask your tutor and others about the Liberian legal system. What happens if a person gets caught stealing? How are thieves treated? Do people use the government's legal system more, less, or as often as they use the traditional method of dealing with thievery? How do the two differ?
3. Use each of the verbs from the lesson in a sentence; write all sentences using the future tense. Bring the sentences to class. Read them aloud in class as a listening drill for others. Have your tutor check the sentences for correctness.
4. Ask your tutor and others whether or not the Mandingo have traditional stories associated with the stars, or if they have names for any of the stars. Write a text about the information you obtain. Or, if you do not get any information, write a text about the legends that Westerners have about the stars. As always, have your tutor check the text for correctness.

O. SELF-EVALUATION

1. Can you name the days of the week?
2. What are five words that describe the weather in Liberia.
3. Answer the following questions:
   a. I nato yano sănye nato?
   b. Jɛnɛ na i gbɛ̃na?
   c. Sŏ na mĩdɛ tala lɔɔfɛ_lɔ?
   d. I fa taato dolobõ_na waati mĩdɛ?
   e. Săye di?
   f. Tilima ye waati mĩdɛ Labiya?
   g. Lŏ midɛbi?
4. Translate the following into Mandingo:
   a. The moon will come up soon.
   b. I saw the thief last Wednesday.
   c. It rains a little every day in the rainy season.
   d. The dry season lasts from April to September.
   e. It will not rain very hard next month.
   f. The teacher does not hurry to school.
   g. It was cold this morning.
5. After defining the word or phrases listed below, use each in a sentence.
   fɔ̃nye
   sinikɛnɛ
   ka lano
   tala
   sibili
   kamasɔlɔ
   kɔtuni
   timini
   ka mina
   ka boli X_ko

LESSON 12

GEOGRAPHY, DIRECTIONS, NUMBERS AND ARITHMETIC

This lesson contains basic information about the geography of Liberia, how to tell directions in Mandingo, and special phrases related to traveling. It also contains a review of the numbers 11 to 1,000, and special phrases that are helpful in verbalizing math problems in Mandingo. There are two texts; the first describes the general geographical features of Liberia; the second relates the sights on a trip to a village. The Main Dialogue's theme is also that of going on a trip.

A. GOALS:

1. To learn the names of countries immediately surrounding Liberia.
2. To learn vocabulary items related to geographical features and directions both absolute direction (east, west) and relative direction (beyond, this side of)
3. To review the names of the major ethnic groups and where they are usually found in Liberia.
4. To learn how to form the instrumental, which in English refers to the item with which an action was accomplished. In 'Harrieta went to town by car', "car" is the instrument.
5. To practice constructing 'if ... then' statements.
6. To review the numbers from 11 to 1,000 and to learn how to perform various mathematical functions on numbers.

B. VOCABULARY

B.1 Cities (so̲balu̲)

Dukɔr...Monrovia
Ngapa...Ganta
Suakokodu...Suakoko
Zorzorwu...Zorzor

B.2 Countries (jamanalu̲)

falagbɛjamana...America, England, France, white man's country
Freetown, also Angili...Sierra Leone
Konowari...Ivory Coast
Labiya...Liberia
Lagini...Guinea

B.3 Geography

bɔ̲ɔ...swamp
dã...border
gbeka...desert, open field (clear area)
kɔ...river
kɔba...lake, pond
kɔdala...coast
Kɔ̲ɔji...Atlantic Ocean
kɔwulini...waterfall
se̲...bridge
sia...any path, esp., a foot path
so̲ba...city
tini, tiniba...hill, mountain
titi...motor road, esp., coal tar
tu...high forest
wa̲...the bush
yɔ̲lɔ...place

B.4 Modes of Travel

ku̲lũ...canoe, any ship
mõ̲bili...car, any vehicle
samakulũ...airplane (lit., up-canoe)
takisi...taxi
tɛlɛ̃...train

B.5 Main Ethnic Groups

Bãdi...Gbande
Gbɛsɛ...Kpelle
Gola...Gola
Grebo...Grebo
Mano...Mano
Mãniya, also Mɛ̃niya...Mandingo
Tɔ̲ma...Loma

B.6 Nouns

duu...land, ground
fiti...fifty cents
Islamya (prop.)...Muslim
ji̲li...tree
kɔnɔ...bird
lɛlɛ...hour
sa...snake
tilibĩ...west
tilibɔ...east

B.7 Verbs

ka mõ̱boli boli...to drive a car
ka foa...to kill
ka jii...to go down
ka X lajɛlɛ...to climb
ka lakanya...to be flat
ka X lɔci...to break open X
k'i sii mõ̱boli_lɔ...to ride in a car
ka taa bɔ̱ X_fɛ...to go visit
ka taa X fo̱...to go visit, go talk to X
ka timi X_la...to cross (over)
ka taa i sẽ_ma...to go by foot
ka mõ̱boli taa...to go by car
ka X yɛ̃...to see

B.8 Numbers

tã ni kɛ̱lɛ̃...11
tã ni fila...12
ta ni sawa...13
muã...20
muã ani kɛ̱lɛ̃...21
bisawa...30
binaani...40
biluulu...50
biwɔɔlɔ...60
biwɔɔlɔwula...70
biseĩ...80
bikɔnɔ...90
cɛmɛ...100
cɛmɛ fila...200
wa kɛ̱lɛ̃...1000

B.9 Phrases

ka bɔ̱ X ka taa Y...from X to Y
a sala ye jɛli lɛ lɛ?...How much does it cost?
a_ma jãyani...It is far (*lit.*, it-to-is far)

B.10 Arithmetical Phrases

X we bilala Y_ka Z_lɛ...X plus Y is Z $(X + Y = Z)$
X we bɔ̱la Y_la, a to Z...X taken from Y leaves Z $(Y - X = Z)$
ka X ya lɔtala Y lɛ bɛ ta Z...$X \div Y = Z$
X siy̱ama Y ye Z lɛ lɛ...X times $Y = Z$

B.11 Others

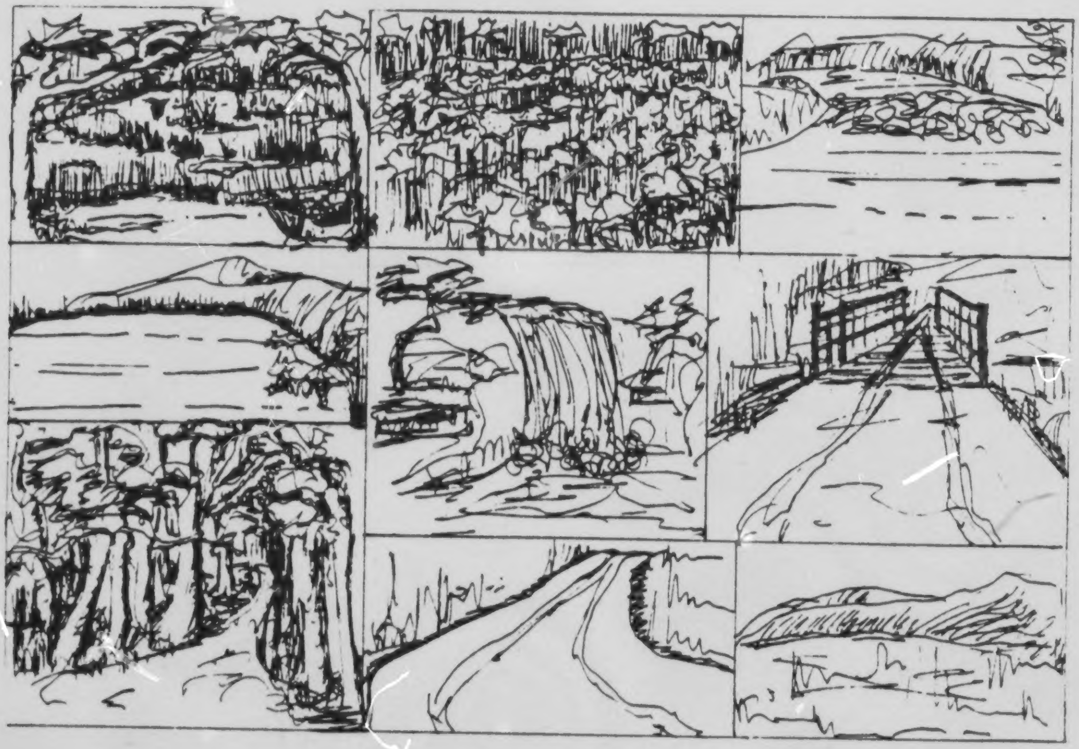
di...some, *also* one particular
di?...how, in what manner
ni...if, when
sama (pp.)...over, above
siama...many
tow̱, tolu̱...others

C. TEXT 1

C.1 Mandingo

Labiya duu su sεlεyani. A duu siama wulu̲ ye wu̲la ye wu̲la lε lε. Kɔba wɔ̲ɔlɔ lε ani a dɔ̲ɔyani sεlεba. Kɔba kε̲lε̃ lε jamana_kɔ̲nɔ. Duu mĩ ye Kɔ̲ɔji_dafε a_ma jiini ani k'a lakanya. Bɔ̲ɔ siama ye Kɔ̲ɔji_dafε. N'i ka bɔ̲ Kɔ̲ɔji_dafε ka na sanjfε majεlε. Tini misε siama ye. Kɔ ye bolila tini wo̲_cε. N'i ka timi tini misε̃_na ye tiniba ye. Kɔwulinilu̲ ye kɔ_bo̲lo yɔ̲lɔ mĩni_lɔ.

1. A duu siama wulu̲ ye gbeka lε lε?
2. Kɔba jεli ye Labiya_bo̲lo?
3. Kɔ misε̃ do?
4. Duu su mĩdε ye Kɔ̲ɔji_dafε?
5. Bɔ̲ɔ siama ye tini_dafε?
6. Tiniba di ye jamana mĩni_kɔ̲nɔ? Ni 'i', jεli yeno?
7. Mĩdε ye tiṇilu̲ cε?
8. Kɔwulinilu̲ ye mĩni?



C.2 English version

Liberia is a land of many differences. Most of the land is covered by forests. There are six big rivers and many small ones. There is only one big lake in the country. The area along the Atlantic Ocean is low and flat. There are many swamps along the coast. When you travel away from the coast the land gets higher. There are many small hills. The rivers flow between the hills. When you pass the hills, there are high mountains. In this area the rivers have waterfalls.

1. Is most of the land open areas?
2. How many big rivers does Liberia have?
3. What about small ones?
4. What kind of land is next to the Atlantic Ocean?
5. Are there lots of swamps next to the hills?
6. Are there some mountains in this country? If "yes", how many are there?
7. What is between the hills?
8. Where are the waterfalls?

D. GEOGRAPHICAL TERMS

Drill A

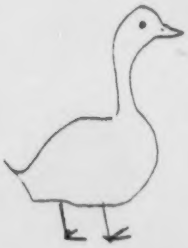
1.	Kɔ ye kɔbalu_cama.	The river is between the hills.
2.	Bɔɔlu ye kɔba_tɔɔfɛ.	There are swamps next to the lake.
3.	Sẽ ye kɔba_sama.	The bridge is over the river.
4.	Titi ye kɔdala_dafɛ.	The motor road runs next to the coast.
5.	Mɔ na fani sãna dã_na.	We bought the cloth at the border.
6.	Kɔɔji_ma jãyani.	The Atlantic Ocean is far away.
7.	Sobo sɛlɛba ye wa_kɔnɔ.	There are many animals in the bush and in the high forest.
8.	Kɔwulini ye Phebe Dɔlɔtɔlɔ_ko.	There is a waterfall behind Phebe Hospital.

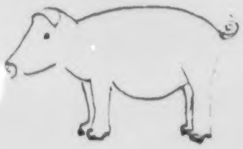
Drill B

After listening and repeating the questions, the tutor asks a question. The learners respond with an appropriate answer. For example:

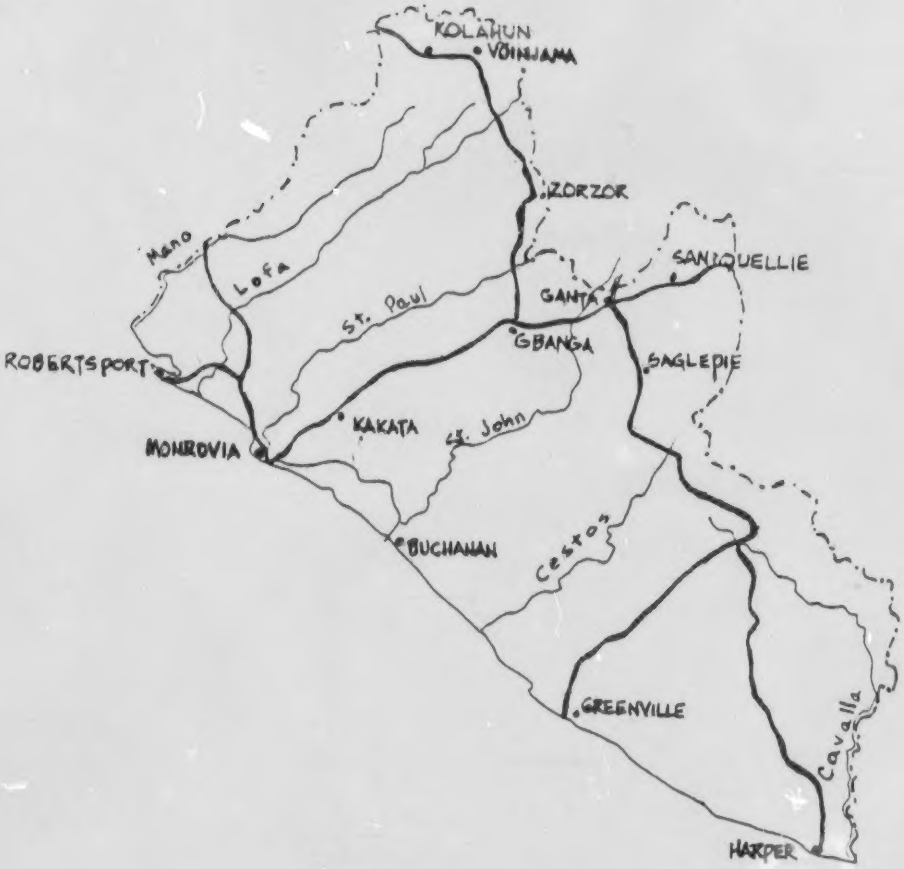
A: Kɔwulini ye mĩni?
B: Kɔwulini ye Phebe Dɔlɔtɔlɔ_ko.
or E Phebe Dɔlɔtɔlɔ_ko.

1.	Kɔba ye mĩni?	Where is the lake?
2.	Mĩdɛ ye kɔdala_tɔɔfɛ?	What is near the coast?
3.	Jɛnɛ siini dã_dafɛ?	Who lives near the border?
4.	Sobolu ye mĩni?	Where are the animals?
5.	I na fani sãna mĩni?	Where did you buy the cloth?
6.	Mĩdɛ ye tini_cama?	What is between the hills?
7.	Mĩdɛ ye kɔdalalu_cɛ?	What is between the lakes?





E. NAMES OF CITIES


KOLAHUN
VOINJAMA
ZORZOR
SANIQUELLIE
GANTA
GBANGA
SAGLEPIE
Mano
Lofa
St. Paul
ROBERTSPORT
KAKATA
St. John
MONROVIA
BUCHANAN
Cestos
GREENVILLE
Cavalla
HARPER

Use this map as a reference for the drills in this section

Drill A (Locate these towns on the map.)

1.	Suakokodu	'Suakoko'
2.	Ngapa	'Ganta'
3.	Gbarnga	'Gbarnga'
4.	Zorzorwu	'Zorzor'
5.	Dukɔr	'Monrovia'

Drill B tilibɔ, tilibĩ

1.	Ngapa ye Gbarnga tilibɔ_lɔ.	Ganta is east of Gbarnga.
2.	Suakokodu ye Gbarnga tilibĩ_nɔ.	Suakoko is west of Gbarnga.
3.	Dukɔr ye Suakokodu ani Gbarnga tilibĩ_nɔ.	Monrovia is west of Suakoko and Gbarnga.
4.	Ngapa tɛ Dukɔr tilibĩ_nɔ.	Ganta is not west of Monrovia.
5.	Greenville tɛ Dukɔr tilibĩ_nɔ.	Greenville is not west of Monrovia.

Continue practice by referring to various towns marked on the map.

Drill C

1.	Ngapa ye dã_tɔɔfɛ.	Ganta is near the border.
2.	Dukɔr ye kɔdala_tɔɔfɛ.	Monrovia is on the coast.
3.	Greenville ye Kɔɔji_dafɛ.	Greenville is by the Atlantic Ocean.
4.	Zorzorwu tɛ kɔba_dafɛ.	Zozor is not by a lake.

Drill D 'True or False'

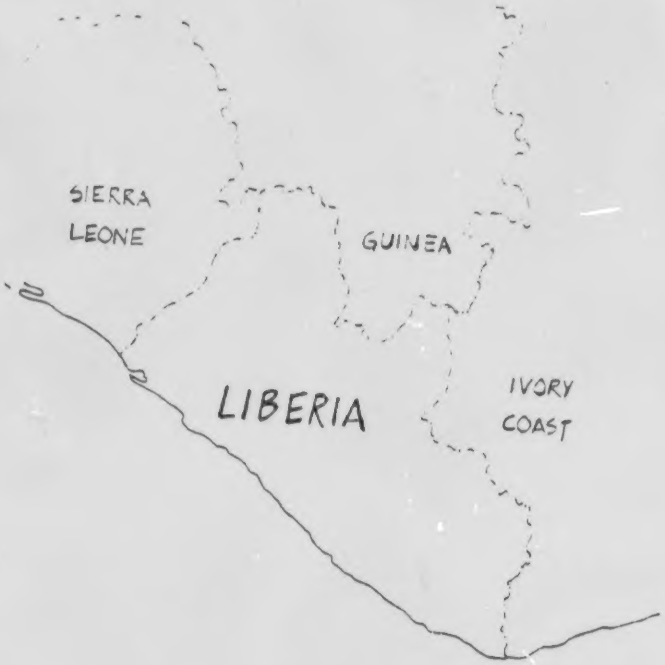
The tutor makes statements about different towns in Liberia. The questions should related to (1) where the town [illegible] in relation to another, or (2) what is near the town. Learners respond with either tũnye 'true' or tũnye tɛ 'false'. The tutor tells the learners whether or not an answer is correct. In addition to practicing the vocabulary items for this lesson, learners will learn information about Liberia. An example would be:

Gbarnga ye Greenville_tɔɔfɛ.	Gbarnga is near Greenville.
Tũnye tɛ.	False.

After having used the drill for awhile, learners should try to respond more fully to 'false' questions, for example:

Zorzorwu ye Kɔɔji_tɔɔfɛ.	Zorzor is on the Atlantic Ocean.
Tũnye tɛ. E dã_dafɛ.	False. It is near the border.

F. NAMES OF COUNTRIES



Use this map as a reference for the drills in this section.

Drill A (Locate the following on the map.)

falagbɛjamana
Freetown
Konowari
Kɔ̱ɔji
Lagini
Labiya

America or Europe
Sierra Leone
Ivory Coast
Atlantic Ocean
Guinea
Liberia

Drill B tũnye ani tũnye tɛ

1. Kɔ̱ɔji ye Labiya tilibĩ̌_nɔ.	The Atlantic Ocean is west of Liberia.
2. Falagbɛjamana_ma jãyani tɛ.	America is not far from Liberia.
3. Konowari ye Lagini_dafɛ.	Ivory Coast is next to Guinea.
4. Freetown tɛ Labiya_dafɛ.	Sierra Leone is not by Liberia.
5. Lagini ye Kɔ̱ɔji_tɔɔfɛ.	Guinea is west of the Atlantic.

Continue the drill with the tutor and learners taking turns making statements about the map. Always end the statement with tũnye? A different learner or the tutor answers the question with ĩ or ɔ̱̃-ɔ̱̃. If the answer is ɔ̱̃-ɔ̱̃, the respondant supplies a true statement.

G. ETHNIC GROUPS, THEIR OCCUPATIONS, AND LOCATIONS

(On the map in section E, the tutor should point out the general area where each ethnic group is concentrated.)

Drill A

Bădi	'Gbande'	Mano	'Mano'
Gbɛsɛ	'Kpelle'	Măniya	'Mandingo'
Gola	'Gola'	Toma	'Loma'
Grebo	'Grebo'		

Drill B

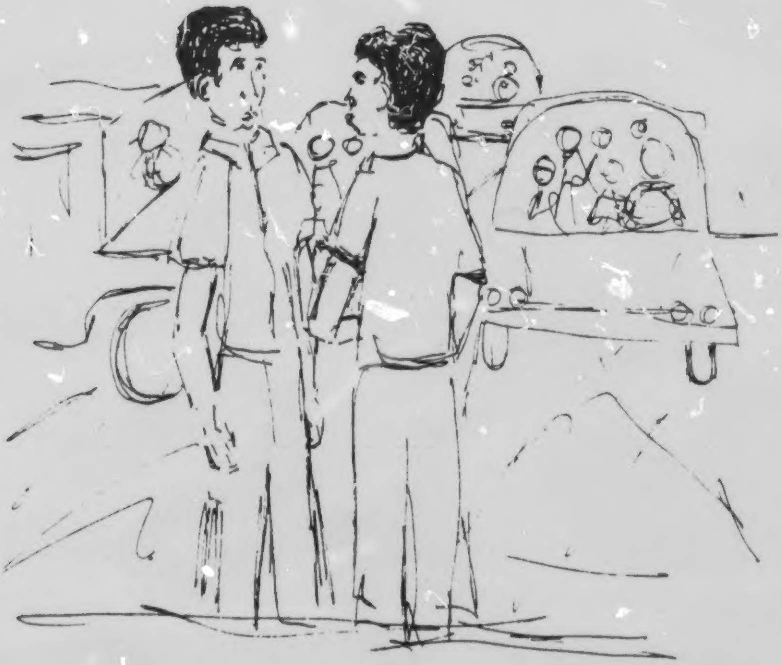
1.	Hawa ye Măniya lɛ lɛ.	Hawa is Mandingo.
2.	Flomo ye Tɔ̲ma lɛ lɛ.	Flomo is Loma.
3.	Woah_te ye Gbɛsɛ lɛ lɛ.	Woahte is Kpelle.
4.	Michelle ye falagbɛ lɛ lɛ.	Michelle is a PCV.
5.	Abu tɛ Grebo lɛ lɛ.	Abu is not Grebo.
6.	Mɔ tɛ Bădi lɛ lɛ.	We are not Gbande.

Drill C

1.	Gbɛsɛ sɛlɛba ye sɛ̲n̲ɛkɛba lɛ lɛ.	Many Kpelle are farmers.
2.	Mo̲boliboliba sɛlɛba ye Măniya lɛ lɛ.	Many taxi drivers are Mandingo.
3.	Tɔ̲ma siini Loffa Country.	The Loma live in Loffa Country.
4.	Gbɛsɛ siini Bong Country.	Kpelle live in Bong Country.
5.	Grebo siini kɔdala_tɔɔfɛ.	The Grebo live near the coast.
6.	Măniya ye Islamya lɛ lɛ.	The Mandingo are Muslims.
7.	Gola dulu̲ fana ye Islamya lɛ lɛ.	Some Gola are also Muslims.

Continue the drill with either the learners or the tutor making up more statements.

H. MAIN DIALOGUE



A:	N a fɛ ka taa n duunyɔ̃ɔ̃ fo̲ Zorzorwu. A_ma jãyani?	I want to go visit my friend in Zorzor. Is it far?
B:	ɔ̲̃-ɔ̲̃, a_ma jãyani tɛ. E da̲la sawa a̅ni̅ f̲i̅ti takisi_kɔ̲nɔ. I d̅uunyɔ̃ɔ̃ ye mĩni?	No, it's not far. It's $3.50 by taxi. Where does your friend live?
A:	N duunyɔ̃ɔ̃ to̲da ye Zorzorwu_tɔɔfɛ. N we taa Zo̅rzorwu, n taato̅n sẽ_ma. N timito kɔ fila_la ka tini ti̅ni sawa lajɛ̃ɛ. Yeno l̅ɛ n kɛtɛ n duunyɔ̃ɔ̃ yɛ̃na.	My friend's village is near Zorzor. After I get to Zorzor, I will go by foot. I will cross two rivers and climb three hills. There I will see my friend.
B:	I kɛtɛ mĩdɛ yɛ̃na sia_la.	What will you see along the path?
A:	N kɛtɛ ji̲li siama yɛ̃na ani kɔnɔ ani so̲bo̅ tolu̲.	I will see many trees, birds, and animals.
B:	I kɛtɛ mĩdɛ kɛla n'i ka sa yɛ̃?	What will you do if you see a snake.
A:	N kɛtɛ a foala. N'a ma se ka foa, n kɛtɛ bolila.	I will kill it. If I can't kill it, I will run.

I. SPECIAL TRAVELING PHRASES

Drill A

1. Fanta taato to̲da_la a sẽ_ma.	Fanta is going to town by foot.
2. Mɔ taani tɛɛ Ngapa takisi_kɔ̲nɔ.	We went to Ganta by taxi.
3. Cɔmɔnu taato kɔdala_la tɛlɛ̃_kɔ̲nɔ.	The old man will go by train to coast.
4. A̲i tɛna taala yeno ku̲lũ_ka.	They will not go there by boat.

Drill B

1. N taato Ngapa n sẽ_ma.	I am going to Ganta by foot.
2. N taato Ngapa takisi_kɔ̲nɔ.	I am going to Ganta by taxi.
3. A tɛ taala Ngapa takisi_kɔ̲nɔ.	She is not going to Ganta by taxi.
4. A taato Ngapa takisi_kɔ̲nɔ.	He will go to Ganta by taxi.
5. A taato Freetown takisi_kɔ̲nɔ.	She will go to Freetown by taxi.
6. A taato Freetown ku̲lũ_ka.	He will go to Freetown by boat.

Drill C

1. Abu ye mõ̲boli bolila.	Abu drives a car.
2. Fanta siini mõ̲boli_lɔ.	Fanta is riding in a taxi.
3. Sa na timila sia_la.	The snake crossed the road.
4. Musokɔlɔnu tɛna timila kɔ_la.	The old woman will not cross the river.

Drill D

1. Ka bɔ̲ yano ka taa Dukɔr ye jɛli lɛ lɛ?	How far is it to Monrovia?
2. Ka bɔ̲ yano ka taa Suakokodu ye jɛli lɛ lɛ?	How far is it to Suakoko?
3. Ka bɔ̲ yano ka taa Ngapa ye jɛli lɛ lɛ?	How far is it to Ganta?
4. Ka bɔ̲ yano ka taa Greenville ye jɛli lɛ lɛ?	How far is it to Greenville?

Drill E

1. E da̲la lu̲ulu ani fiti.	It is $5.50.
2. E fiti.	It is $ .50.
3. E da̲la kɛ̲lɛ̃ ani fiti.	It is $1.50.
4. E da̲la tã ani fila.	It is $12.

After practicing drills D and E, return to D. The tutor reads the question, then learners respond using the sentences in drill E.

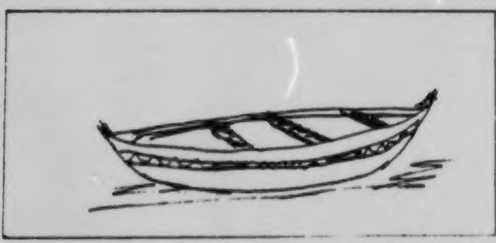
Drill F

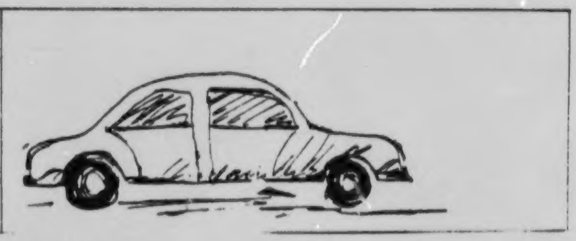
1. I taato ka bɔ̲ Dukɔr ka taa Ngapa di?	How do you go from Monrovia to Ganta?
2. I taato ka bɔ̲ ya bõ̲_na ka taa lakɔli_la di?	How do you go from your house to school?
3. I taato ka bɔ̲ Gbarnga ka taa Ngapa di?	How do you go from Gbarnga to Ganta?
4. I taato ka bɔ̲ Saniquelle ka taa kɔɑala_la di?	How do you go from Saniquelle to the coast?
5. I taato ka bɔ̲ Labiya ka taa falagbɛjamanā_la di?	How do you go from Liberia to America?
6. I taato ka bɔ̲ Labiya ka taa Konowari di?	How do you go from Liberia to Ivory Coast?

Drill G

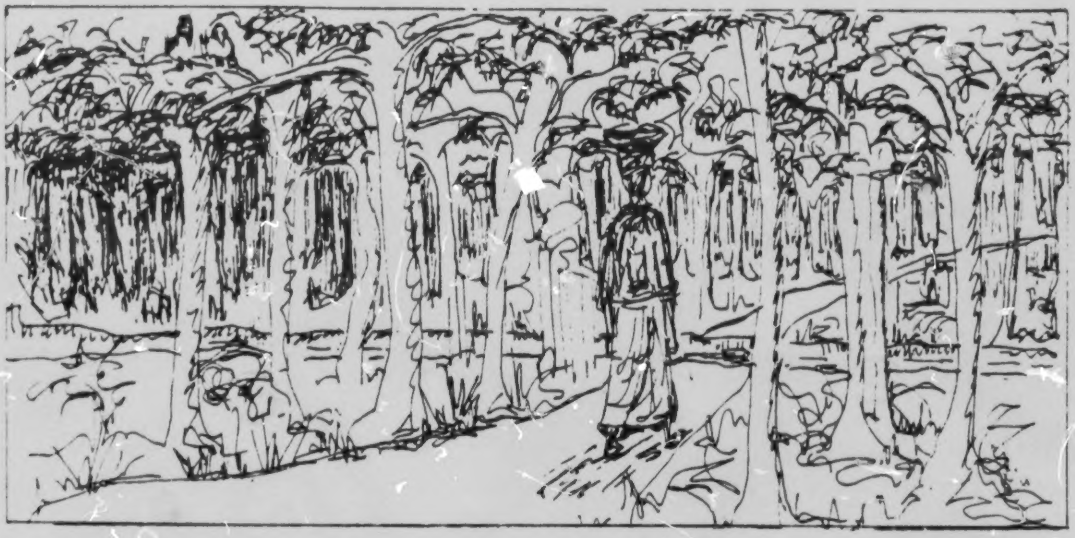
1. I bɛ se ka taa takisi_kɔ̲nɔ.	You can go by taxi.
2. I bɛ se ka taa i sẽ_ma.	You can go by foot.
3. I bɛ se ka taa tɛlɛ̃_kɔ̲nɔ.	You can go by train.
4. I bɛ se ka taa samakulũ_kɔ̲nɔ.	You can go by plane.
5. I bɛ se ka taa ku̲lũ_ka.	You can go by boat.

After practicing drills F and G, return to F. The tutor reads a question, then learners respond with an appropriate answer, using the sentences in Drill G as examples.



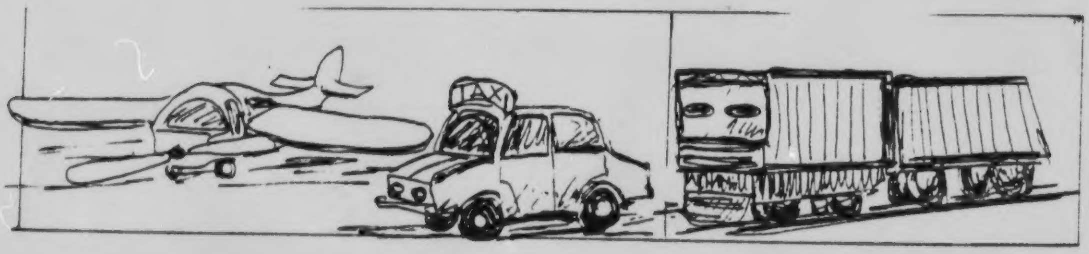


J. TEXT II



J.1 Mandingo

Hawa y'a fɛ ka taa bɔ̲ a b̲ mɔ̲ɔlu̲_fɛ tɔ̲ɔa_la. A_ma jãyani a̲ya bõ̲_na. E taa yeno takisi_kɔ̲nɔ. E da̲la kɛ̲lɛ̃ ani fiti takisi_kɔ̲nɔ. Takisi n'a bilala sia_tɔɔfɛ. A taamato lɛlɛ sawa wa̲_lɔ. A we ji̲li su siama yɛ. An'a kɔnɔ dulu̲ fana yɛna. Wa̲ati di a na saba yɛ̃na sia_lɔ, bi a ma fẽ yɛ̃. Sa diyani t'a_nye. A taato an'a kɔ_la timina. Sẽ̲ tɛ kɔ_la. E timina bɔ̲ɔlu̲_la ani kɔ misɛ̃_la. To̲da ye tini lɛ kũ_na. E tini lajɛlɛla. A ba̲lamɔɔ ya bõ̲ y'a sawana lɛ lɛ i_bo̲lo nyũmã_na. A̲i nyɔ̃ɔ̃ fola. A̲i siila ka wolo lɔci.



1. Hawa y'a fɛ ka mĩdɛ kɛla?
2. A taato yeno di?
3. Ka bɔ̲ aya bõ̲_na ka taa to̲da_la ye jɛli lɛ lɛ?
4. E taa sẽ fana_ma? Lɛlɛ jɛli?
5. A we mĩdɛ ani mĩdɛ yɛ?
6. Mĩdɛlɔ sa diyani t'a_nye?
7. E timina kɔ_la di?
8. To̲da ye bɔ̲ɔ̲_tɔɔfɛ?
9. E mĩdɛ lajɛlɛla?
10. Bõ̲ mĩdɛ y'a ba̲lamɔɔ_bo̲lo?
11. Hawa ani a mɔ̲ɔ̲lu̲ ye mĩdɛ kɛla nyɔ̃ɔ̃_fɛ? Mĩdɛlɔ?

3.2 English version

Hawa wants to go visit her mother's people in the village. It is far to their house. She goes there by taxi. It is $1.50 by taxi. The taxi puts her down on the side of the road. She will walk for 3 hours through the woods. She sees many kinds of trees. She also sees some birds. One time she saw a big snake on the path but today she does not see one. She doesn't like snakes at all. On the way she crosses a river. There is no bridge. She passes by swamps and small lakes. The village is on top of a hill. She climbs the hill. Her people's house is the third one on the left. They exchange greetings. They sit down to break kola.

1. What does Hawa want to do?
2. How will she go there?
3. How far is it from her house to the village?
4. Did she go by foot also? How many hours?
5. What did she see?
6. Why doesn't she like snakes?
7. How did she cross the river?
8. Is the village next to a swamp?
9. What does she climb?
10. Which house belongs to her people?
11. What do Hawa and her people do together? Why?

K. NUMBERS

(For Drill A, it is helpful to use cards with numbers on them. Numbers may be written on a blackboard.)

Drill A

tã ani kɛ̱lɛ̃...11
tã ani fila...12
tã ani sawa...13
muã...20
muã ani na̱a̱ni...24
bisawa...30
bisawa ani lu̱u̱lu...35
bina̱a̱ni...40
bina̱a̱ni ani wɔ̱ɔ̱lɔ...46
bilu̱u̱lu...50
bilu̱u̱lu ani wɔ̱ɔ̱lɔ̃wula...57
bilu̱u̱lu ani seĩ...58
bilu̱u̱lu ani kɔnɔ...59
biwɔ̱ɔ̱lɔ...60
biwɔ̱ɔ̱lɔ̃wula...70
biseĩ...80
bikɔnɔ...90
cɛmɛ...100
cɛmɛ fila biseĩ...280
wa kɛ̱lɛ̃...1000
wa kɛ̱lɛ̃ cɛmɛ bisawa ani fila...1132

After working with Drill A, learners should practice counting to 100, each learner saying 10 numbers, i.e., first learner counts 1-10, second learner 11-20, third learner 21-30, etc.

To practice the numbers (1) the tutor, or a learner says a number in Mandingo. A learner responds with the English equivalent. (2) The tutor or a learner says a number in English. A learner responds with the Mandingo equivalent. (3) Count in Mandingo by varying intervals, for example (2, 4, 6, 8...20), (100, 200,...5000), (5, 10,...300).

L. ARITHMETIC

L.1 Addition

Drill A X we bilala Y_ka Z lε. "X + Y = Z"

Say and practice writing the following in Mandingo.

1.	10 + 2 = 12	Tã we bilala fila_ka tã ani fila lε.
2.	20 + 30 = 50	Mũã we bilala bisawa_ka bilu̲ulu lε.
3.	1 + 1 = 2	Kε̲lε̃ we bilala kε̲lε̃_ka fila lε.
4.	5 + 8 = 13	Lu̲ulu we bilala seĩ_ka tã ani sawa lε.
5.	84 + 16 = 100	Biseĩ ani na̲ani we bilala tã ani wɔ̲ɔlɔ_ka cεmε lε.

Drill B

Example:	A.	Sawa we bilala lu̲ulu_ka kɔnɔ lε?	3 + 5 = 9?
	B.	ɔ̲̃-ɔ̲̃, sawa we bilala lu̲ulu_ka kɔnɔ tε.	Seĩ lε lε.
1.		Na̲ani we bilala bisawa ani kε̲lε̃_ka bina̲ani lε?	4 + 31 = 40?
2.		Biwɔ̲ɔlɔ we bilala cεmε bina̲ani_ka cεmε sawa?	60 + 140 = 300?
3.		Biseĩ ani kɔnɔ we bilala bisawa ani kε̲lε̃_ka cεmε bina̲ani lε?	89 + 31 = 140?
4.		Wa kε̲lε̃ we bilala cεmε_ka wa kε̲lε̃ lε?	1000 + 100 = 1000?

Drill C

1.	Seĩ we bilala seĩ_ka jεli lε?	8 + 8 = ?
2.	Tã we bilala bilu̲ulu ka jεli lε?	10 + 50 = ?
3.	Mũã ani lu̲ulu we bilala biwɔ̲ɔlɔ̃wula ka jεli lε?	25 + 76 = ?
4.	Bina̲ani ani kε̲lε̃ we bilala bisawa ani kɔnɔ_ka jεli lε?	41 + 39 = ?

For additional practice with Drills A-C or any of the following in this section, make up your own problems and work them in Mandingo.

L.2 Subtraction

Drill A

X we bɔla Y_la, a to Z "Y - X = Z"

1. Luulu we bɔla wɔɔlɔ̃wula_la, a to fila.	7 - 5 = 2
2. Kɛlɛ̃ we bɔla naani_la, a to sawa.	4 - 1 = 3
3. Seĩ we bɔla tã_na, a to fila.	10 - 8 = 2
4. Cɛmɛ binaani we bɔla cɛmɛ fila biseĩ_na, a to cɛmɛ binaani.	280 - 140 = 140
5. Biluulu we bɔla biseĩ_na, a to bisawa.	80 - 50 = 30
6. Biluulu ani luulu we bɔla bikɔnɔ_la, a to bisawa ani luulu.	90 - 55 = 35

Drill B

Example:	A. Fila we bɔla tã ani fila_la, a to tã ani kɛlɛ̃?	12 - 2 = 11?
	B. Ɔ̃-ɔ̃. Fila we bɔla tã ani fila_la, a to tã.	No. 12 - 2 = 10.
1.	Kɛlɛ̃ we bɔla luulu_la, a to wɔɔlɔ?	5 - 1 = 6?
2.	Tã ani sawa we bɔla mũã ani seĩ_na, a to bisawa ani naani?	28 - 13 = 34?
3.	Naani we bɔla naani_la, a to sawa.	4 - 4 = 3?
4.	Fila we bɔla wɔɔlɔ_la, a to wɔɔlɔ̃wula?	6 - 2 = 7?

Drill C

1. Wɔɔlɔ̃wula we bɔla seĩ_na, a to jɛli?	8 - 7 = ?
2. Biluulu we bɔla cɛmɛ_la, a to jɛli?	100 - 50 = ?
3. Binaani ani seĩ we bɔla cɛmɛ fila binaani ani kɔnɔ_la, a to jɛli?	249 - 48 = ?
4. Cɛmɛ sawa we bɔla wa fila_la, a to jɛli?	2000 - 300 = ?

L.3 Multiplication

Drill A X si̲yama Y ye Z lɛ lɛ. "X x Y = Z"

1. 1 x 5 = 5 — Kɛ̲lɛ̃ si̲yama lu̲ulu ye lu̲ulu lɛ lɛ.
2. 6 x 2 = 12 — Wɔ̲ɔlɔ si̲yama fila ye tã ani fila lɛ lɛ.
3. 4 x 5 = 20 — Na̲ani si̲yama lu̲ulu ye mũã lɛ lɛ.
4. 10 x 9 = 90 — Tã si̲yama kɔnɔ ye bikɔnɔ lɛ lɛ.
5. 5 x 8 = 40 — Lu̲ulu si̲yama seĩ ye bina̲ani lɛ lɛ.
6. 7 x 12 = 84 — Wɔ̲ɔlɔ̃wula si̲yama tã ani fila ye biseĩ ani na̲ani lɛ lɛ.

Drill B

Example:

A. Kɛ̲lɛ̃ si̲yama wɔ̲ɔlɔ̃wula ye seĩ lɛ lɛ? — 1 X 7 = 8?

B. Õ̲-ɔ̲̃, kɛ̲lɛ̃ si̲yama wɔ̲ɔlɔ̃wula ye wɔ̲ɔlɔ̃wula lɛ lɛ. — No, 1 X 7 = 7.

1. Na̲ani si̲yama seĩ ye tã ani fila lɛ lɛ? — 4 X 8 = 12?
2. Sawa si̲yama tã ani fila ye bisawa ani lu̲ulu lɛ lɛ? — 3 X 12 = 35?
3. Fila si̲yama bilu̲ulu ani seĩ ye cɛmɛ lɛ lɛ? — 2 X 58 = 100?
4. Seĩ si̲yama tã ani kɛ̲lɛ̃ ye biwɔ̲ɔlɔ ani lu̲ulu lɛ lɛ? — 8 X 11 = 65?

Drill C

1. Tã si̲yama tã ani lu̲ulu ye jɛli lɛ lɛ? — 10 x 15 = ?
2. Tã ani lu̲ulu si̲yama sawa ye jɛli lɛ lɛ? — 15 X 3 = ?
3. Wɔ̲ɔlɔ si̲yama kɔnɔ ye jɛli lɛ lɛ? — 6 x 9 = ?
4. Seĩ si̲yama na̲ani ye jɛli lɛ lɛ? — 8 x 4 = ?

L.4 Division

ka X lɔtala Y lɛ bɛ ta Z 'X ÷ Y = Z'

Drill A

1.	Na̱ani lɔtala fila lɛ bɛ ta fila.	4 ÷ 2 = 2
2.	Seĩ lɔtala fila lɛ bɛ ta na̱ani.	8 ÷ 2 = 4
3.	Tã ani lu̱ulu lɔtala sawa lɛ bɛ ta lu̱ulu.	15 ÷ 3 = 5
4.	Mũã ani seĩ lɔtala na̱ani lɛ bɛ ta wɔ̱ɔlɔ̃wula.	28 ÷ 4 = 7
5.	Cɛmɛ lɔtala tã lɛ bɛ ta tã.	100 ÷ 10 = 10
6.	Cɛmɛ sawa lɔtala mũã ani lu̱ulu lɛ bɛ ta tã ani fila.	300 ÷ 25 = 12

Drill B

Example:	A.	Tã lotaala fila lɛ bɛ ta naani?	10 ÷ 2 = 4?
	B.	ɔ̱̃-ɔ̱̃, tã lotaala fila lɛ bɛ ta luulu.	No, 10 ÷ 2 = 5.

1.	Wɔɔlɔ lotaala sawa lɛ bɛ ta tã?	6 ÷ 3 = 10?
2.	Muã ani luulu lotaala luulu lɛ bɛ ta sawa?	25 ÷ 5 = 3?
3.	Biseĩ ani kɛ̱lɛ̃ lotaala sawa lɛ bɛ ta muã ani wɔɔlɔ̃wulā?	81 ÷ 3 = 27?
4.	Kɔnɔ lotaala kɔnɔ lɛ bɛ ta kɛ̱lɛ̃?	9 ÷ 9 = 1?

Drill C

1.	Bikɔnɔ ani luulu lotaala luulu lɛ bɛ ta jɛli?	95 ÷ 5 = ?
2.	Binaani ani seĩ lotaala tã ani fila lɛ bɛ ta jɛli?	48 ÷ 12 = ?
3.	Biluulu ani kɛ̱lɛ̃ lotaala sawa lɛ bɛ ta jɛli?	51 ÷ 3 = ?
4.	Tã lotaala fila lɛ bɛ ta jɛli?	10 ÷ 2 = ?

M. ni 'if'

Drill A

1.	N'i ka n yɛ̃, i ka kǎ ka ku̲ma n_ma.	If you see me, you should talk to me.
2.	N'i ma ku̲ma n_ma, a diyani tɛna n_ye.	If you do not talk to me, I will not be pleased.
3.	Ni Abu ka taa Ngapa, Fanta tɛn'a fɛ ka taa fana.	If Abu goes to Ganta, Fanta will want
4.	Ni ka̲lamɔɔ ma na lakɔli_la, ka̲ladɛ̃nu̲ bɛ se ka taa luma.	If the teacher does not come to school, the students can go home.

Drill B

Example:
A. Mamadi ye da̲la kɛ̲lɛ̃ yɛ̃na luma.
B. A kɛtɛ a tala.
C. Ni Mamadi ka da̲la kɛ̲lɛ̃ yɛ̃ luma, a kɛtɛ a tala.

1.	Ni kɔnɔ yɛ̃na. N kɛtɛ a gbɛ̃na.	I see a bird. I will chase it.
2.	Fanta ye ma̲lo ti̲bila ani na̲. A kɛtɛ a dɔ̃na.	Fanta cooks rice and sauce. She will eat it.
3.	Hawa y'a tɛnɛ yɛ̃na. A kɛtɛ a fo.	Hawa sees her aunt. She will greet her.
4.	Mɔ bɛ se bɔ̃_na. Mɔ tɛna dɔ̃na.	We arrived at the house. We will not go in.

N. GRAMMAR AND CULTURE NOTES

N.1 Instrumental

The instrument of a sentence is the item "by means of which" the action is completed. It is often expressed in English as "by." In Māniyakă this concept is represented by the use of postpositional phrases. It is impossible to predict which postposition will be used in a particular phrase; their useage must be memorized.

Fanta taato toda_la a sĕ_ma.	Fanta is going to town on foot.
A nato Dukɔr takisi_kɔnɔ .	He will come to Monrovia by taxi.
Ai tɛna taala yeno kulū_ka.	They will not go there by boat.

N.2 ni

If-then constructions begin with the word ni, meaning 'if.' The ni clause employs the auxiliary ka in positive sentences and ma in negative sentences. No suffix is attached to the end of the verb. The 'then' clause employes the usual manner of tense marking. ni may also be translated as 'when.'

Ni n ka malo să, mɔ kɛtɛ a dɔ̃na nyɔ̃ɔ̃_ye.	If I buy rice, (then) we will eat it together.
Ni n ma wali di Fanta_ma, a kɛtɛ a_bol̄o.	If I do not give the money to Fanta, she will not have any.

N.3 Traveling -- Culture Note

When traveling between cities in Liberia one generally has a choice of going by taxi or by pickup. Travelers find both alternatives to be tight squeezes. Four adults in the backseat of a Toyota is normal. The taxi fares for people are fixed by the government. There may be an additional charge if you have more than one piece of luggage. Usually taxis are faster than pickups. The latter will stop wherever a person is standing on the side of the road -- there's always room to squeeze "one more" in. Taxis stop only if they have empty spaces.

O. HOMEWORK

1. Take a trip. It can be a day trip by taxi or pickup or a walk around the area you live in. Write a ten to fifteen sentence description of your trip. Include where you went, what you saw, how you traveled and how long the trip took. Present your travelogue in class and, after the tutor checks it for correctness, as the other members of the class questions about your account. If you cannot go on a trip, write a description of a trip that you would like to take.
2. Draw a map of the area you live in. Include on it all major roads and towns. Use the map in class to discuss (in Măniyakă) how to get to different places, the cost of traveling to them and the amount of time involved in traveling.
3. Using a map of Liberia, discuss (in Măniyakă) where the different ethnic groups of Liberia live and the type of work they are involved in.

P. SELF-EVALUATION

1. Name the countries that border on Liberia.
2. Name five of the ethnic groups found in Liberia.
3. Count from 1 to 1000.
4. Answer the following questions:
    a. A_ma jăyani?
    b. Suakokodu ye Dukɔr tilibĭ_nɔ?
    c. Konowari ye mini?
    d. Tɔ̲ma sɛlɛba ye Islamya lɛ lɛ?
    e. I taani Labiya di?
    f. I taato ka bɔ̲ ya bɔ̲̆ ka taa i ya ba̲alekɛyɔlɔ?
    g. Na̲ani we bilala fila_ka jɛli lɛ?

5. Translate the following into Mãniyakã.
   a. The Atlantic Ocean is west of Liberia.
   b. If we go to Sierra Leona, we will go by boat.
   c. The bridge is over the river.
   d. The path goes up the hill.
   e. If you come from Monrovia, Zorzor is beyond Gbarnga.
   f. The farmer walked for three hours to get to his farm.
   g. The snake is crossing the road.

6. Define the following words and phrases, then use each in a sentence.
   Gbɛsɛ
   kɔdala
   ka foa
   tilibɔ
   ka mɔ̲̃boli taa
   sama
   bɔ̲ɔ
   cɛmɛ
   di?
   ka jii

LESSON 13

MORE BARGAINING, FOOD, COOKING TERMS

In this lesson additional phrases and practice in bargaining are presented. The vocabulary usage concentrates on food items and particularly on how to prepare foods. The text is a description of how to cook mɔni, a Mandingo dish. Learners will also learn how to express habitual action.

A. GOALS

1. To learn additonal phrases pertaining to marketing.
2. To learn the names of more food items and vocabulary related to food preparation.
3. To learn how to express habitual action, i.e., 'always', 'never'.
4. To learn how to use the demonstrative adjectives, i.e., 'this one', 'that one','these (ones)', 'those (ones)'.
5. To learn phrases involved in giving instructions.
6. To learn to use a number as the main subject of a sentence.

B. VOCABULARY

B.1 Some Foods:

(dɔ̃nifẽ dulu)

bulu...bread
fulufulu...doughnuts
gbã...okra
jɛɛ...fish
jɛɛ jalã...dried fish
kɔɔ...salt
kɔɔ jɛɛ...smoked fish, salted fish
mɔni...dish made of rice and sugar
sisekili...egg

sisekili tibini...boiled egg
sobo jani...dried meat
sɔsɔ...bean
suna also fufu...fufu
tamati...tomato
tĩtulu...palm oil
to...Mandingo dish made of cassava, mashed and boiled
wuse...potato
wusegbɛ...sweet potato with white skin
wusewulẽ...sweet potato with red skin

B.2 Other Nouns:

amu...rice dust
dabɔ...breakfast
fɛ...calabash
klasi...class, classroom

kolã...mortar
lɔ̃ba...feast (big day)
ta...fire

B.3 Cooking Verbs:

ka bɛsi...to slice, chop
ka falabu...to peel
ka gbasi...to beat (for instance, eggs)
ka kɛ nyɔ̃ɔ̃_ka...to stir, mix together

ka sita...to boil
ka tɛɛ...to cut
ka tibi...to cook
ka tu...pound

B.4 Other Verbs:

ka jea...to show
ka ju...to take off, remove
ka lakulũ...to make round
ka lɔtala...to divide

ka mɔ...to get done, ripen
ka X sii...to put,place
ka tɛ̃de...to fan, to chaff
ka wuli...to finish, boil

B.5 Others:

sani...before
timi...how (to)

tino...only

B.6 Special Phrases:

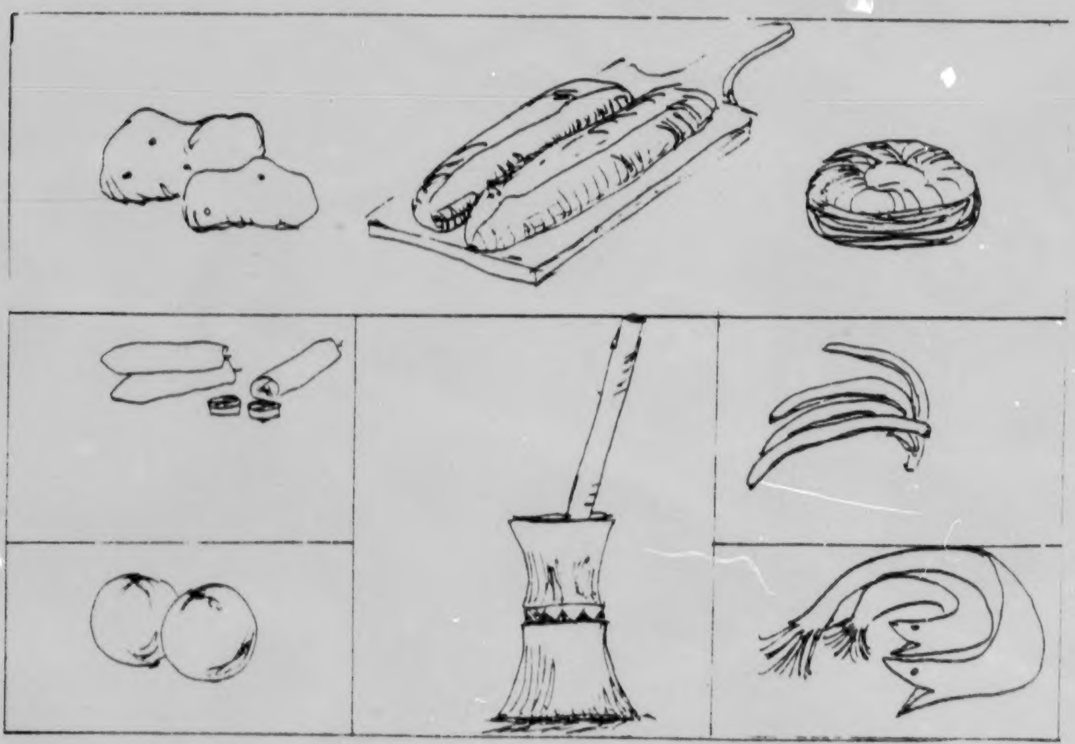
i w'a kɛla...after you do it

mɔ̱ɔ bɛ kola...goodbye (greet everybody)

C. MAIN DIALOGUE: (Marketing)

Exchange appropriate greetings.

A:	I mĩdɛ kɔ̄bi?	What do you need today?
B:	Ni jawa di kɔ.	I need some onions.
A:	A dɔ̱ɔni lɛ ni.	Here are some small ones.
B:	A lṵulu mĩni dɔ̱ɔyani bale. A bȫya bake di jea ṉma.	These five are too small. Show me some bigger ones.
A:	Do mulṵ ni?	How about these?
B:	Wo̱lṵ ka nyi. Wo̱lṵ jɛli?	These are alright. How much are those?
A:	A fila ne̱ĩ.	Two for 10¢.
B:	Ni na̱ani lɛ kɔ. E sṵmu kɔ̱lɛ̃ ani fõ̱.	I want four. Here is 25¢
A:	Ya wa̱li misɛ̃ yəno.	Here is your change.
B:	Ni cɛ. Mɔ̱ɔ bɛ kola.	Thank you. Goodbye.



D. MARKETING PHRASES

Drill A

1.	Da̲la fila ye n_bo̲lo tino.	I only have $2.00.
2.	Fẽ tɛ n_bo̲lo.	I don't have anything.
3.	I sõõ labã ye jɛli lɛ lɛ?	What is your last price?
4.	N sõõ labã ye da̲la lu̲ulu lɛ lɛ.	My last price is $5.00.
5.	Nɛ dɛmɛ di̲ini di̲ini.	Help me small.

Drill B

1.	A bõyani bake di jea n_ma.	Show me a bigger one.
2.	A di gbɛlɛ jea n_ma.	Show me a different one.
3.	A dɔ̲ɔyani bake di jea n_ma.	Show me a smaller one.

Drill C

1.	A mĩni bõyani bale.	This one is too big.
2.	A mĩni dɔ̲ɔyani bale.	This one is too small.
3.	A mĩni ka nyi.	This one is fine.
4.	A mĩni ma nyi.	This one is no good.

5. NEW FOOD ITEMS

Listen to and repeat the new vocabulary items listed in the following drills.

Drill A

1. Bãnaku lɛ ni.	This is cassava.
2. Fulufulu lɛ ni.	This is a doughnut.
3. Suna lɛ ni.	This is fufu.
4. Sɔsɔlu lɛ ni.	These are beans.
5. Bulu lɛ ni.	This is bread.
6. Tamatilu lɛ ni.	These are tomatoes.

Drill B

1. Sisekili tibinilu lɛ ni.	These are boiled eggs.
2. Sobo jani lɛ ni.	This is dried meat.
3. Jɛɛ jalã lɛ ni.	These are dried fish.
4. Tĩtulu sani lɛ ni.	This is a bottle of palm oil.
5. Gbã lɛ ni.	This is okra.
6. Wuselu lɛ ni.	These are potatoes.

F. COOKING VERBS

Drill A

1.	Abu y'a fɛ ka lɛmbulu falabu.	Abu likes to peel oranges.
2.	Fanta t'a fɛ ka jɛɛ tɛɛ.	Fanta doesn't like to cut fish.
3.	Muso ye malo tula kolã_na.	The woman is pounding the rice in a pestle.
4.	Ji wulini tɛ.	The water is not boiling.
5.	A na gbã ani sɔsɔlu kɛla nyɔ̃ɔ̃_ka.	She mixed the okra and beans together.

Drill B

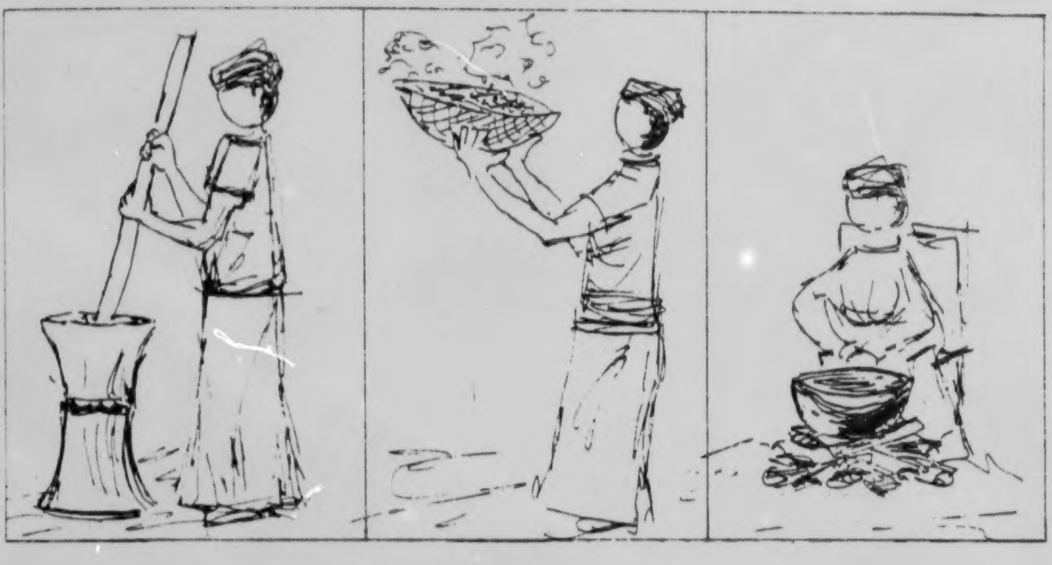
1.	I ma sisekililu gbasi.	You didn't beat the eggs.
2.	Ai ba na wuselu bɛsila.	Their mother sliced the potatoes.
3.	Mɔɔ ye jɛɛ ani kini sɛlɛba tibila lɔ̃ba_nye.	The people are cooking lots of fish and rice for the feast.
4.	Mɔ ma tĩtulu kɛ na_kɔnɔ.	We didn't put palm oil in the sauce.
5.	Ni bãnaku tula k'a lakulũ.	I pound the cassava to make it small.

Drill C

1.	Mɔ ye to dɔ̃na dabɔ_lɔ.	We eat to for breakfast.
2.	Ai ye kini tibila ani jɛɛ su_lɔ.	They cook rice and fish for the evening.
3.	Wula_la ni bulu dɔ̃na tino.	In the afternoon I only eat bread.
4.	Lɔ̃ba_lɔ mɔɔ bɛ ye dɔ̃nifẽ sɛlɛba dɔ̃na.	At the feast everyone eats lots of food.
5.	Hawa y'a fɛ ka mɔni dɔ̃ waati bɛ_lɔ.	Hawa likes to eat mɔni all the time.

G. TEXT

G.1 Mandingo



Mĩ mɔ̲ni ti̲bi ko

Sani na mɔ̲ni ti̲bi, i ka kã ka ma̲lo kɛ ji̲_lɔ. Ɛ nyi. A we nyina, ya bɔ̲ ji̲_lɔ, k'a kɛ fɛ_lɔ. I w'a kɛla fɛ_lɔ, fɔ̃nye ya a gbasi. U we kɛla, y'a a bɔ̲ fɛ_lɔ, ya kɛ kolã_na. Ya tu damina. I we wulina a tula, ya tɛ̃de. I we wulina, a tɛ̃dela, ya amu kɛ fɛ_lɔ. K'a lakulũ damina. I w'a lakulũna, i ji̲ sii ta_ka. Ji̲ we siila ta_ka, ji̲ we wulila, wula kɛ, i mɔ̲ni kɛ ji̲_lɔ. A fana wuli a_lɛ. A we mɔla wa̲ati mĩ_nɔ, i sukalo ka la. Sukalo we kɛla ani mɔ̲ni ye mɔ. A we wuli na mɔla k'a du, wo̲ we kɛla, ya bɔ̲ ta_ka. U we na kɛ, sukalo mafɛlɛ nine bo̲lo. Na a bõyimã kɛ a la, o̲ we kɛla ya a di kɛla. O̲ do we bɔ̲ kɛ la la, ya to tɛɛ. Ya a jii, i we kɛla lɔtalala timi ya lɔtala.

1. Sani na mɔni tibi i ka kă ka mĩdɛ kɛ?
2. Malo we nyina, e mĩdɛ kɛla?
3. Mĩdɛlɔ fɔ̃nye ye malo gbasila?
4. Mĩdɛlɔ e malo kɛ̣ kolã_na?
5. E amu kɛla mĩdɛ_lɔ?
6. I we amu kɛla fɛ_lɔ, e mĩdɛ daminala?
7. I ji sii mĩni?
8. Waati mĩdɛ_lɔ, i mɔni kɛla ji_lɔ?
9. Waati mĩdɛ_lɔ, e sukalo_ka la?
10. E sukalo jɛli_ka la?
11. N'i ka mɔni jii ta_la, e mĩdɛ kɛla?

G.2 English version

How to cook mɔni

Before you start cooking mɔni you have to put the rice in the water. It soaks. After it soaks you take it from the water and put it in the calabash. After you put it in the calabash, fan it. After that, take it from the calabash and put it into the mortar. Start pounding it. When you finish pounding it, you fan it. When you finish fanning it, you put the rice dust in the calabash. Then you form it into balls. After forming the balls, put water on the fire. After the water is on the fire and the water boils, then put the mɔni in the water. Boil the two together. Whenever it gets done, put the sugar on it. After the sugar is put on it, the mɔni gets done. It is finished when it gets thick. After that take it from the fire. Before that you have tasted the sugar; if there's not enough sugar, add some. If there's enough, leave it. Take it down and divide it as you like.

1. Before you start to cook mɔni, what do you have to do?
2. After the rice has soaked, what do you do?
3. Why does the breeze blow the rice?
4. Why do you put the rice in a mortar?
5. What do you put the rice dust in?
6. After you have put the rice dust in a calabash, what do you start?
7. Where do you put the water?
8. When do you put the mɔni in the water?
9. When do you put sugar on it?
10. How much sugar do you put on it?
11. When you take the mɔni from the fire, what do you do?

H. TEXT GRAMMAR

The drills in this section focus on the grammar points which were introduced in the text.

Drill A   X we Yla...

1.	Ji we sitala, e a jiila ta_la.	When the water has boiled, take it off the fire.
2.	Dɛ̃nu we kalã kɛla, ai ye taala luma.	After the children have studied, they go home.
3.	Abu we bolila ka taa lɔɔfɛ_lɔ, a na boli ka taa lakɔli_la kɔtuni.	After Abu had run to the market, he ran to school again.
4.	Fanta we gbã bɛsila, a n'a kɛ nyɔ̃ɔ̃_ka na_kɔnɔ.	After Fanta had chopped the okra, she mixed it into the sauce.
5.	Mãniya we na Labiya, ai na kalã kɛla ka fẽ sɛlɛba kɛ.	After the Mandingo came to Liberia, they learned to do many things.
6.	Hawa we malo tula, mɔɔlu n'a dɔ̃na dabɔ_lɔ.	After Hawa pounded the rice, the people ate it for breakfast.

Drill B

In the following, combine the two sentences into one using the structure X we Yla... .

Example:	A.	Joya na fani di gbɛlɛ jeala n_ma.	The trader showed me a different cloth.
	B.	N n'a sãna.	I bought it.
	C.	Joya we fani di gbɛlɛ jeala n_ma, n n'a sãna.	After the trader showed me a different cloth, I bought it.

1.	Wuselu mɔɔyani. Mɔ na wuselu dɔ̃na.	The potatoes were ripe. We ate the potatoes.
2.	Fanta na bãnaku siila kolã_kɔnɔ. A na bãnaku tula.	Fanta put the cassava in the mortar. She pounded the cassava.
3.	Mɔ na fulufulu sãna lɔɔfɛ_lɔ. Mɔ n'ai dila mwa duunyɔ̃ɔ̃nu.	We bought doughnuts in the market. We gave them to our friends.
4.	Musokɔlɔnu na suna tibila. A lɛ an'a cɛ n'a dɔ̃na na_fɛ.	The old woman cooked fufu. She and her husband ate it with sauce.

I. ADJECTIVE REVIEW

Drill A

1. Wuse ba luulu ye mĩni?	Where are the five big potatoes?
2. Siifẽni tã ye falagbɛ_bolo.	The Peace Corps Volunteer has ten small chairs.
3. Jɛɛ ba naani lɛ ni.	These are four large fish.
4. N tɛ tabali di gbɛlɛ yɛ̃na.	I don't see two different tables.
5. Dɛ̃nu sei ye mɔ fana_bolo.	We also have eight small children.
6. Ai tɛna dɔ̃nifẽ di dila mɔ_ma.	They will not give us any food.

Drill B

1. Gbã kunayani.	Okra is bitter.
2. Na gbani an'a ka nyi.	The sauce is hot and good.
3. Nɔnɔ sumani, wa a kunayani.	The milk is cold but sour.
4. Fulufulu ma nyi, wa ai gbani.	The doughnuts are not good, but they're hot.

J. DEMONSTRATIVE ADJECTIVES

Drill A

1. Fanta a fɛ ka wo kɛlɛ̃ sã.	Fanta wants to buy that one.
2. A ma mĩ kɛlɛ̃ sãna, n n'a kɛla.	He didn't buy this one, I did.
3. Mulu ka nyi kubɛ̃.	These are very good.
4. Wulu mɔɔyani tɛ.	Those aren't cooked.

Drill B

Example: A. I fẽ mĩdɛ kɔ?	What do you want?
B. I mĩ kɛlɛ̃ kɔ.	I want this one.
1. Fẽ mĩdɛ ye Abu_bolo?	Which one belongs to Abu?
2. Wuse mĩdɛ ka nyi?	Which potatoes are good?
3. Suna mĩdɛ kunayani?	Which fufu is sour?
4. Tamati mĩdɛ ma nyi?	What tomatoes are bad?
5. Bulu mɔɔyani?	What bread is cooked?

K. HABITUAL ACTION

Drill A

1.	Sɔɔma sɔɔma lakɔlidɛ̃nu̲ ye taala lakɔli_la.	Every morning the students go to school.
2.	Fanta ye to ti̲bila wula wula.	Fanta cooks to every afternoon.
3.	E kini ti̲bila ani fi̲labula su o̲ su.	She cooks rice and greens every evening.
4.	Musokɔlɔnu ye taamala so̲da_la tili tili.	The old woman walks to town every day.

Drill B

1.	Fa̲nikalaba ye ba̲ale kɛla tuma bɛ.	The tailor is always working.
2.	Sɛ̲nɛkɛba ye fẽ dulu̲ filela lɔ̲ɔfɛ_lɔ tuma bɛ.	The farmer always sells some things at the market.
3.	Mõ̲boliboliba ye taala Dukɔr tuma bɛ.	The driver always goes to Monrovia.
4.	Cɛ wo̲ ye dɔ̃ni kɛla bake tuma bɛ.	That man always eats too much.
5.	Ka̲lãndɛ̃ mĩ ye ka̲lã kɛla sɛlɛba tuma bɛ.	This student always studies a lot.

Drill C

There is no exact Mandingo equivalent for the English, 'never'. The closest approximate to "I never do...", is "I don't do...". The 'never' statements given below relate to Drill A.

1.	Sɔɔmãda_la lakɔlikalãdɛ̃nu̲ tɛ taala lakɔli_la.	In the morning the students don't (never) go to school.
2.	Fanta tɛ ti̲bili kɛla wula_fɛ.	Fanta doesn't cook in the afternoon.
3.	A tɛ kini ti̲bila ani fi̲labulu su_lɔ.	She doesn't cook rice and greens in the evening.
4.	Musokɔlɔnu tɛ taala so̲da_la.	The old woman never walks to town.

Drill D

Using the 'always' statements in Drill B as a base, change each sentence into its 'never' equivalent.

L. NUMBER AS HEAD NOUN

Drill A

1.	Ka̲lãdɛ̃ jɛli tɛɛ yeno? Bisawa ani kɔnɔ tɛɛ yeno.	How many students were there? There were 39.
2.	Fɛ jɛli ye duuma? Na̲ani ye duuma.	How many calabashes are on the ground? There are four on the ground.
3.	Fu̲lufulu jɛli ye lɔɔfɛ_lɔ? Tā̃ ani fila ye lɔ̲ɔf̄ɛ_lɔ̄.	How many doughnuts are in the market? Twelve are in the market.
4.	Nisi jɛli tɛɛ gbe_la? Kɔnɔ tɛɛ yeno.	How many cows were in the field? There were nine cows.
5.	Ka̲lãdɛ̃ jɛli ye klasi_kɔ̲nɔ? Cɛmɛ bilu̲ulu ye klasī k̄ɛ̲lɛ̃_kɔ̲nɔ.	How many students are in the class? 150 are in one class.
6.	Jɛ̲ɛ jɛli ye tabali_ka? Bīna̲ani ye tabali_k̄a.	How many fish are on the table? There are 40 on the table.

N. GRAMMAR AND CULTURE NOTES

N.1 Habitual Action

To express the Măniyakă equivalent of English 'always', there are two options: (1) a simple declarative sentence may be used;

Ni malo dɔ̃na.	I eat rice ('everyday' is implied)

or (2) the phrase tuma bɛ 'all the time' can be added to any sentence.

N tɛ malo dɔ̃na.	I never/do not eat rice.

N.2 Demonstrative Adjectives

The equivalents of English 'this one', 'that one', 'these', and 'those' are mĩ kɛlɛ̃, wo kɛlɛ̃, mulu and wulu respectively. They function much like their English counterparts.

N.3 X we Yla

When giving instructions in Maniyaka, it is common to repeat information. One commonly used structure is X we Yla, which means "after X has Y-ed."

Ji na sitala.	The water boiled.
Ji we sitala, i bɛ se k'a mĩ.	After the water has boiled, you can drink it.

N.4 Number as Head Noun

Numbers can appear as the subject of a sentence in Măniyakă as they do in English.

Fɛ tă ye duuma.		Ten calabashes are on the ground.
Tă ye duuma.		Ten are on the ground.
	or	There are ten on the ground.

O. HOMEWORK

1. Ask a friend to tell you how to cook t̲o̲, a Maniya dish made of cassava root. Have her/him explain the process to you in Maniyaka. Use your tape recorder to get a permanent record of the explanation. At your own convience, play the cassette and try to follow the recipe. Try transcribing the recipe. If you have trouble with any of the words, ask your friend or your tutor to help you. After you fully understand the recipe, write a text on how to prepare t̲o̲.
2. Write sentences using all of the new food vocabulary items as well as the new verbs. Have your tutor check your sentences for correctness.

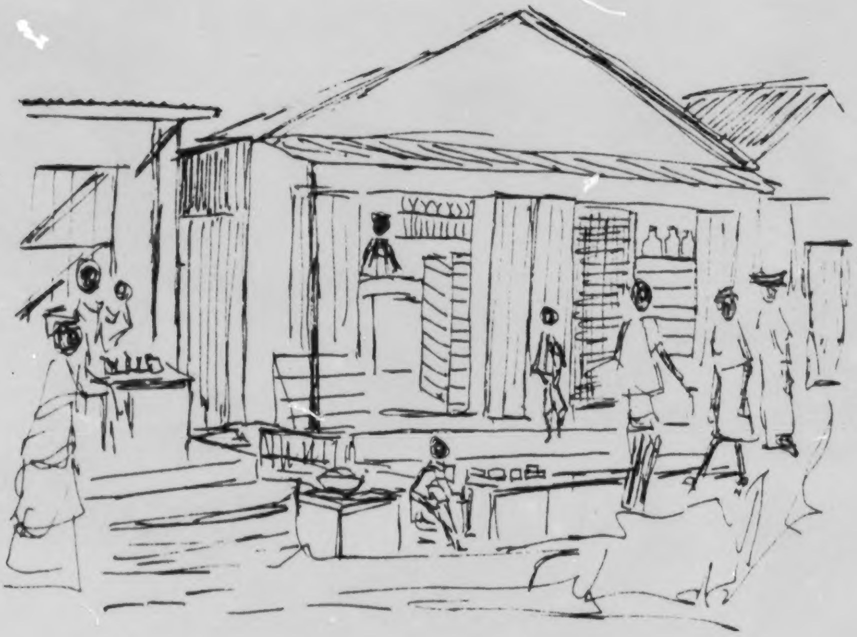
P. SELF-EVALUATION

1. List ten of the new food items introduced in this lesson.
2. Answer the following questions:
   a. A mĩni bõyani bale?
   b. Muso ye wa̲li tula kolã_na?
   c. I fẽ mĩdɛ kɔ?
   d. Su̲na diyani i_ye?
   e. Tuma bɛ i taala ka ba̲ale kɛ?
   f. Ka̲lamɔɔ jɛli ye ya lakɔli_la?
3. Translate the following into Mãniyakã.
   a. There are thirty-five students in the class.
   b. I always eat cold rice.
   c. This one is too big.
   d. Those are good.
   e. The old woman beat the eggs and mixed the sugar with it.
   f. How do you cook potatoes?
   g. The students only go to school on Sundays.

4. Define the following words and phrases and use each in a sentence.

tino
ka lakulũ
kolã
ta̲
ka tɛ̃de
amu
jɛ̲ɛ
tĩtulu
dabɔ
fu̲lufulu

LESSON 14



HOUSEHOLD TASKS, DAILY ACTIVITIES, AND THE HOUSE/COMPOUND

The material in this lesson covers vocabulary and phrases for common household tasks and for everyday activities and gives words used to describe a household. Sequencing structures similar to English 'before' and 'after' are introduced. There are two texts: the first describes the typical day of a houseboy; the second describes a typical living situation of a Mandingo family. The Main Dialogue also deals with household tasks and presents a conversation between a Peace Corps Volunteer and his houseboy.

A. GOALS

1. To learn the vocabulary and special phrases related to the description of household tasks.
2. To learn about a typical Mandingo house, its layout and living arrangements, and the vocabulary related to its description.
3. To learn the needed vocabulary and phrases to describe daily activities, e.g., 'to get up', 'to dress'.
4. To learn how to express the Mandingo equivalent of the English 'before', 'after', 'then', 'already', and 'yet'.
5. To learn how to give commands in a polite manner.

B. VOCABULARY

B.1 Furniture/Household Items:

bɔɔlu...dishes
fani...cloth
fɛ ..calabash
lafẽ also kanape...bed
ŋalã...mat
selã...broom
tibilikafẽ...stove

B.2 House/Compound:

balokɛya...talking place
bõ ...house, room
dɔ̃nikɛya...eating area
gba...kitchen (outside)
kabine...latrine
koya...bathing area
kɔlɔ̃...well
laminala...compound, group of related houses
lu...yard
lumu...room
sibõ...bedroom
siifẽ...porch

B.3 Parts of a House:

da...door
dãna...wall
funatɛlɛ...window
laso...floor
samaya...ceiling

B.4 Other Nouns:

bõnadɛ̃ni...houseboy
ko...thing, manner, business

B.5 Verbs - Household Tasks:

ka hakilito X_lɔ...to take care of X
ka ja...to dry
ka bɔɔlu ja fani_la...to dry dishes with a cloth
ka ko...to wash
ka bɔɔlu ko...to wash dishes
ka fani ko...to wash clothes
ka laso ko...to wash the floor
ka lafẽ ladã...to make a bed
ka X_ma tɛɛ...to clean X
ka duu_ma tɛɛ...to clean (clear) the yard
ka bõ_na tɛɛ..to clean a house, sweep a house
ka X ta...to pick up X

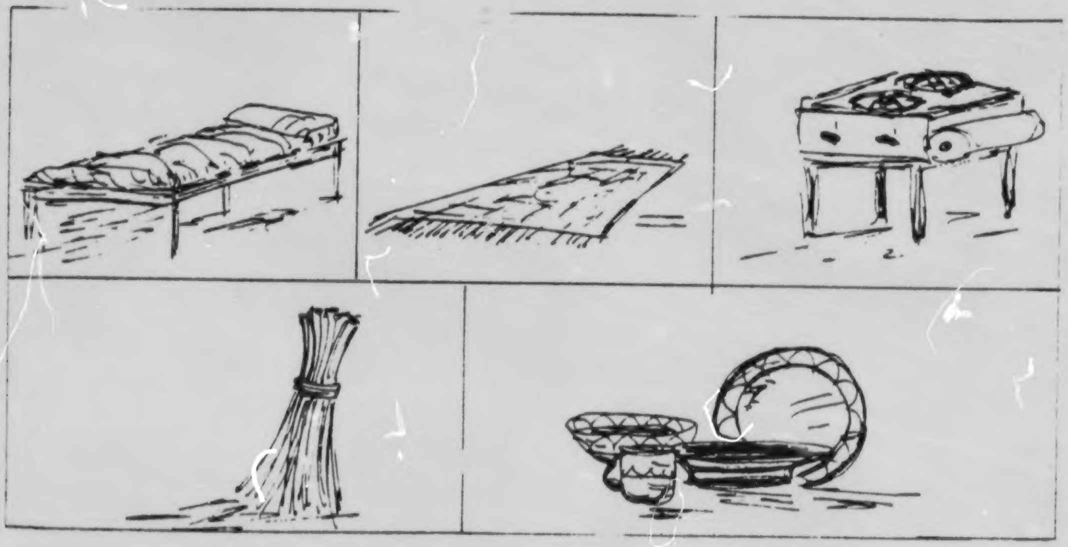
B.6 Special Phrases:

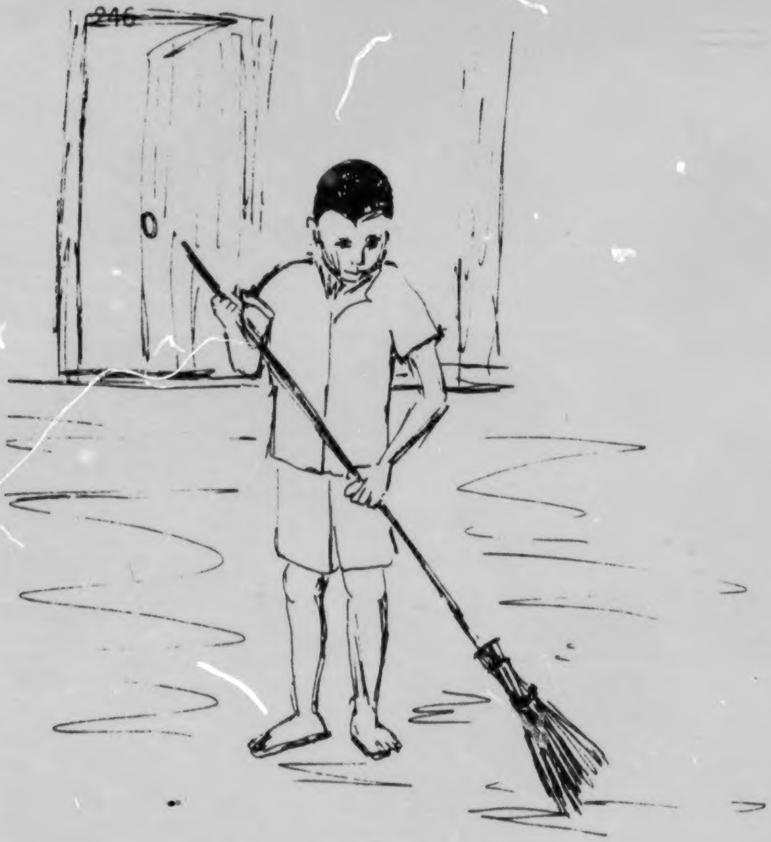
fani we ja tili_kɔnɔ...the clothes are drying in the sun
jɛlɛ...self
i jõ...please; L.E., I beg you
ka kalã kɛ lakɔli_ni...to study for school
X ani Y wu bɛ kɛlɛ̃...X and Y are the same thing
nya...after
sani...before

B.7 Verbs - Daily Activities:

ka X bila a kã_ka...to put on X
k'i kũ bɔ̱...to comb one's hair (male)
k'i kũ dã...to plait one's hair (female)
k'i ko̱...to wash oneself
k'i da_la ko̱...to brush one's teeth
k'i la...to lie down
k'i la ka nɔni kɛ...to lie down and rest

ka ɒõbõsi li...to shave
ka masili...to get dressed
ka X sili...to put on (a belt, lappa) lit., to tie on
ka taa lafẽ_ma...to go to bed
k'i wuli...tc wake up, get up





C. TEXT 1

C.1 Mandingo

Seku ye bõnadɛ̃ni lɛ lɛ. E baalela falagbɛmuso_ni. Seku i wulila sɔɔmãda joona_la. A ka kã ka sisekili tibi dabɔ_lɛ. Nya a ka bã sisekili tibila, e bõ_na tɛɛ. Sani e na taa lakɔli_la, a jɛlɛ_ma ko k'a da_la ko. Wula wula a ka bɔ lakɔli_la, Seku taa lɔɔfɛ_lɔ ka filabulu ani jɛɛ ani malo sã wula_la. N'a ka bã filabulu tibila, e malo sita. N'a dɔ̃ni ka bã, Seku bɔɔlu ko. N'a ka bã bɔɔlu kola, e kalã kɛ lakɔli_ni. E fẽ mulu kɛla tili tili.

1. Seku baale su mĩdɛ kɛla?
2. E baalela jɛnɛ_ni?
3. Seku mĩdɛ jɔɔna kɛla sɔɔma sɔɔma?
4. E mĩdɛ tibila sɔɔmãdɛ_la?
5. N'a ka bã tibila, e mĩdɛ kɛla?
6. Sani e na taa lakɔli_la, e mĩdɛ kɛla?
7. E mĩdɛ kɛla, a we bɔ lakɔli_la?
8. E mĩdɛ kɛla, ka nato malo tibila?
9. E bɔɔlu kola waati mĩdɛ?
10. E mĩdɛ labã kɛla tili tili?

C.2 English version

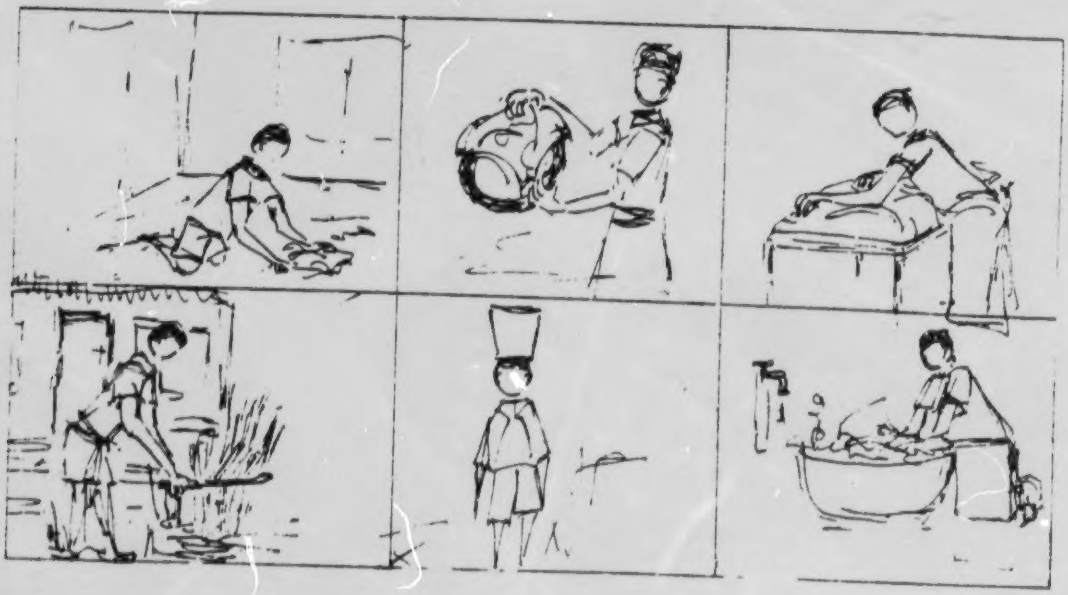
Seku is a houseboy. He works for a Peace Corps woman. Every morning Seku wakes up early. He must fix an egg for the breakfast. After he cooks the egg, he sweeps the house. Before he goes to school, he washes himself and brushes his teeth. Every afternoon after he comes from school, Seku goes to the market and buys greens, fish, and rice for supper. When he finishes cooking the greens, he boils the rice. After finishing eating, Seku washes the dishes. When he finishes washing the dishes, he studies for school. He does these things every day.

1. What kind of work does Seku do?
2. Who does he work for?
3. What is the first thing Seku does every morning?
4. What does he cook in the morning?
5. After he cooks, what does he do?
6. What does he do before he goes to school?
7. What does he do after he comes from school?
8. What does he do before he boils the rice?
9. When does he wash the dishes?
10. What is the last thing he does everyday?

D. HOUSEHOLD TASKS

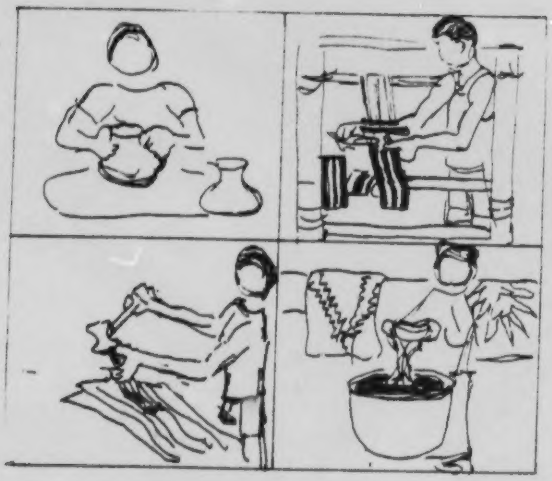
Drill A

1. Dɛ̲̃nu̲ ye nala ji̲_lɛ ka bɔ̲ kɔ̲lɔ̃_na.	The children carry water from the well.
2. Dɛ̲̃musolu̲ ye bõ̲_na tɛɛla.	The young girls clean the house.
3. Dɛ̲̃kɛlu̲ ye duu_na tɛɛla.	The boys clear the yard.
4. Musolu̲ ye dɔ̃nikafẽnu̲ ti̲bila.	The women cook the food.
5. Cɛlu̲ ye hakilito wa̲li ko_lɔ.	Men take care of the money business.



Drill B

1. Bõ̲nadɛ̃ni na laso kɛla ani fa̲ni.	The houseboy washed the floor and the clothes.
2. Falagbɛ ma bɔɔlu̲ ja̲ fa̲ni_la.	The Peace Corps Volunteer didn't dry the dishes.
3. Tuma bɛ Abu ye aya fa̲nilu̲ tala.	Abu always picks up his clothes.
4. Mamadi t'aya lafẽ ladãna.	Mamadi never makes his bed.
5. Musolu̲ ye hakilito bõ̲ ko_lɔ.	Women take care of the house business.



E. SEQUENCING

Drill A   1st, 2nd, last

1.	Joona, Abu na bɔɔlu̲ ko̲la.	First, Abu washed the dishes.
2.	Filana, a na bõ̲_na tɛɛla.	Second, he swept the floor.
3.	A w'a kɛla, a na lafẽ ladãna.	After that, he made the bed.
4.	Labã, a na fa̲ni ko̲la.	Last, he washed the clothes.

Drill B

1.	Joona, i na mĩdɛ kɛla? (ka laso ko̲)	First, what did you do?
2.	A w'a kɛla, i na mĩdɛ kɛla? (ka bɔɔlu̲ ja̲)	After that, what did you do?
3.	A w'a kɛla, i na mĩdɛ kɛla? (ka taa lɔ̲ɔfɛ_lɔ)	After that, what did you do?
4.	Ani labã, i na mĩdɛ kɛla? (ka duu_ma tɛɛ)	And last, what did you do?

Drill C   'before'

1.	Sani i na taa lakɔli_la bɔɔlu̲ ko̲.	Before you go to school, wash the dishes.
2.	Sani i na na yano, taa lɔ̲ɔfɛ_lɔ.	Before you come here, go to the market.
3.	Sani i na ma̲lo ti̲bi, bõ̲_na tɛɛ.	Before you cook the rice, sweep the floor.
4.	Sani i na dɔ̃ni kɛ, duu_ma tɛɛ.	Before you eat, clean the yard.

Drill D Combinations

Example: A.	E bɔɔlu̲ ko̲la.	You wash the clothes
B.	E lafẽ ladãna.	You make the beds.
C.	Sani i na bɔɔlu̲ kɔ̲, lafẽ l̄adã.	Before you wash the dishes, make the beds.
1.	E ma̲lo ti̲bila ani fi̲labulu. I taala l̄ɔ̲ɔfɛ_lɔ.	You cook the rice and greens. You go to the market.
2.	I taala misili_la. E bɔɔlu̲ ja̲la.	You go to the mosque. You dry the dishes.
3.	E fa̲ni ko̲la. E nāla jī̲_lɛ ka bɔ̲ kɔlɔ̃_na.	You wash the clothes. You carry water from the well.
4.	E bõ̲_na tɛɛ. E duu_ma tɛɛ.	You clean the house. You clean the yard.

Drill E 'after'

1.	Nya i ka bã laso ko̲la, fa̲ni ko̲.	After you wash the floor, wash the clothes.
2.	Nya i ka bã taala lɔ̲ɔfɛ_lɔ, taa pitiki_la.	After you go to the market, go to the shop.
3.	Nya i ka bã bɔɔlu̲ ja̲la, hakilito bõ̲_nɔ.	After you dry the dishes, take care of the house.
4.	Nya i ka bã dɔ̃nikafẽ ti̲bila, ti̲bilikafẽ_ma tɛɛ.	After you cook the food, clean the stove.

Drill F

Example: A.	E so̲bo sãna.	You buy the meat.
B.	E so̲bo ti̲bila.	You cook the meat.
C.	Nya i ka bã so̲bo sãna, a ti̲bi.	After you buy the meat, cook it.
1.	E bõ̲_na tɛɛla. E laso ko̲la.	You sweep the floor. You wash the floor.
2.	E fi̲labulu filela. E nāla wa̲li_lɛ n_ma.	You sell the greens. You bring the money to me.
3.	E bu̲ku ka̲lãna. E bū̲ku dīla ya ka̲lamɔɔ_ma.	You read the book. You give the book to your teacher.
4.	E siifẽ sãna. I siini siifẽ_ka.	You buy the chair. You sit on the chair.

Drill G 'already, yet'

Example:	A. I na fa̲ni ko̲la?	Did you wash the clothes (yet)?
	B. N we bã̈ a kɛla.	I already did that.
1.	I na jɛ̲ɛ sãna? N we bã̄ taala lɔ̲ɔfɛ_lɔ.	Did you buy the fish? I already went to the market.
2.	Ai na ma̲lo ti̲bilila? Mɔ we bã̄ a dɔ̃̄nila.	Did you cook the rice? We already ate it.
3.	I na duu_ma tɛɛla? N we bã̄ h̄akilito duu_lɔ	Did you clean the yard? I already took care of the yard?
4.	I na ya̲ lakɔlibaale kɛla? N we bã wulila.	Did you do your school work? I finished that already.

F. MAIN DIALOGUE

	Falagbɛ kɛ̲lɛ̃ ku̲mala aya bõ̲nadɛ̃ni_fɛ.	A Peace Corps Volunteer is talking with his houseboy.
A:	E na fa̲ni ko̲la kunu?	Did you wash the clothes yesterday?
B:	Ĩ, n we bã a wulila.	Yes, I already did that.
A:	O̲ ka nyi. Sani i na taa lakɔli_la, e bõ̲_na tɛɛ.	That's good. Before you go to school, sweep the floor.
B:	Wa n we wo̲ kɛ sɔɔmãda_la bi.	But I did that early this morning.
A:	Wo̲ ka nyi. Ni lakɔli ka bã taa lɔ̲ɔfɛ_lɔ.	That's good. After school ends, go to the market.
B:	A lɛ lɛ we. Ni mīdɛ sã?	Alright. What should I buy?
A:	Fi̲labulu sã ani jabibi kɛ̲lɛ̃ ani jɛ̲ɛ fila.	Buy some greens, one pineapple, and two fish.
B:	A lɛ lɛ we.	Okay.

G. POLITE COMMANDS

Drill A 'i jõ'

1.	I jõ, fani ko.	Please wash the clothes.
2.	I jõ, taa lɔɔfɛ_lɔ..	Please go to the market.
3.	I jõ, duu_ma tɛɛ.	Please clean the yard.
4.	I jõ, i ka fani to laso_ka.	Please don't leave the clothes on the floor.

Drill B 'na...'

1.	Na laso ko.	Come wash the floor.
2.	Na lafẽ ladã.	Come make the bed.
3.	Na fani ta.	Come pick up the cloth.
4.	Na dɛmɛ̃ n_ma ka bɔɔlu ko.	Come help me wash the dishes.

Drill C

Change the following commands into a more polite form by using i jõ or na.

1.	Na yano.	Come here.
2.	Jɛɛ di sã, ani malo ani filabulu.	Buy some fish, rice, and greens.
3.	I ka namasalu ta.	Don't take the bananas.
4.	Wali misɛ̃ di n_ma.	Give me the change.

H. TEXT II

H.1 Mandingo

Mamadi ya bõ̲ lɛ ni. A siini yano a_fa an'a fa muso sawa_fɛ. A mwã ani a bɛmɛ fana siini yeno. Lumu wɔ̲ɔlɔ̃wula ye bõ̲_kɔ̲nɔ. Siibõ̲ wɔ̲ɔlɔ ani balokɛya kɛ̲lɛ̃. Gba ye banama. Balokɛya ani dɔ̃nikɛya wu̲ bɛ kɛ̲lɛ̃. Muso kɛ̲lɛ̃ na ta bõ̲. A dɛ̲̃nu̲ y'a_fɛ bõ̲_na. Mamadi sãye tã ni lu̲ulu lɛ ni. A t'a ba_bo̲lo. A jɛlɛ bõ̲ y'a_bo̲lo. Wa a kɔ̲lɔmuso, a y'a ba_bo̲lo.

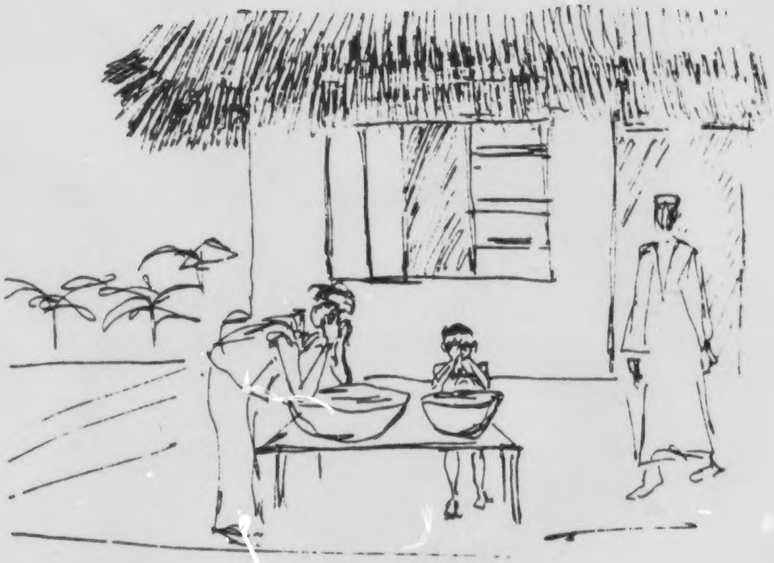
1. Jɛnɛ ya bõ̲ lɛ ni?
2. Mamadi siini yano jɛnɛ_fɛ?
3. Mɔ̲ɔ su mĩdɛ siini yano?
4. Mĩdɛlɔ a jɛlɛ ya bõ̲ ye Mamadi_bo̲lo?
5. Lumu jɛli ye bõ̲_kɔ̲nɔ?
6. Gba ye mĩni?

H.2 English version

This is Mamadi's house. He lives here with his father and his father's three wives. His grandfather and grandmother also live there. There are seven rooms in the house: six bedrooms and a sitting room. The kitchen is outside. The sitting room and the dining room are the same room. Each wife has a room. Her small children stay with her. Mamadi is 15. He does not stay with his mother. He has his own room. But his older sister stays with their mother.

1. Who's house is this?
2. Who does Mamadi live with?
3. Who else lives there?
4. Why does Mamadi have his own room?
5. How many rooms are in the house?
6. Where is the kitchen?

I. COMPOUND



1.	Mãniya bõ̲ lε ni.	This is a Mandingo house.
2.	Lumu di gbεlε sεlεba tε bõ̲_na.	There are not many different rooms in the house.
3.	Dɔ̃nikεya ye bõ̲_na.	There is an eating area in the house.
4.	Dɔ̃nikεya fana ye balokεya lε lε.	The eating area is also a talking place.
5.	Balokεyalu̲ ye mɔ̲ɔ̲ di_bo̲lo banama.	Some people have talking places outside.
6.	Kabine ani ko̲ya ye banama luma.	The latrine and bathing area are in the yard.
7.	Kɔ̲lɔ̃ fana ye luma.	There is a well in the yard.
8.	Bõ̲ mĩ ye Lasana_bo̲lo.	This house is also Lassana's.
9.	A jεlε sibõ ye Lasana_bo̲lo.	Lassana has his own bedroom.
10.	A jεlε sibõ fana ye Lasana muso_bo̲lo.	Lassana's wife has her own room too.
11.	Tuma dulu̲ gba ye banama.	Kitchens are usually outside.
12.	Gba fana ye dɔ̃nikεya lε lε ani balokεya.	Kitchens are also eating places and talking places.

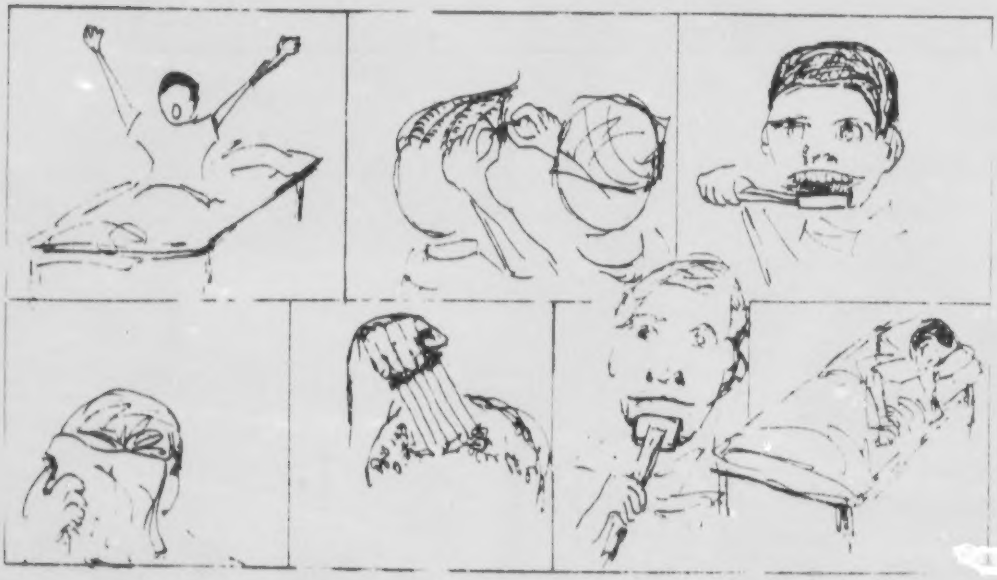
J. DAILY ACTIVITIES

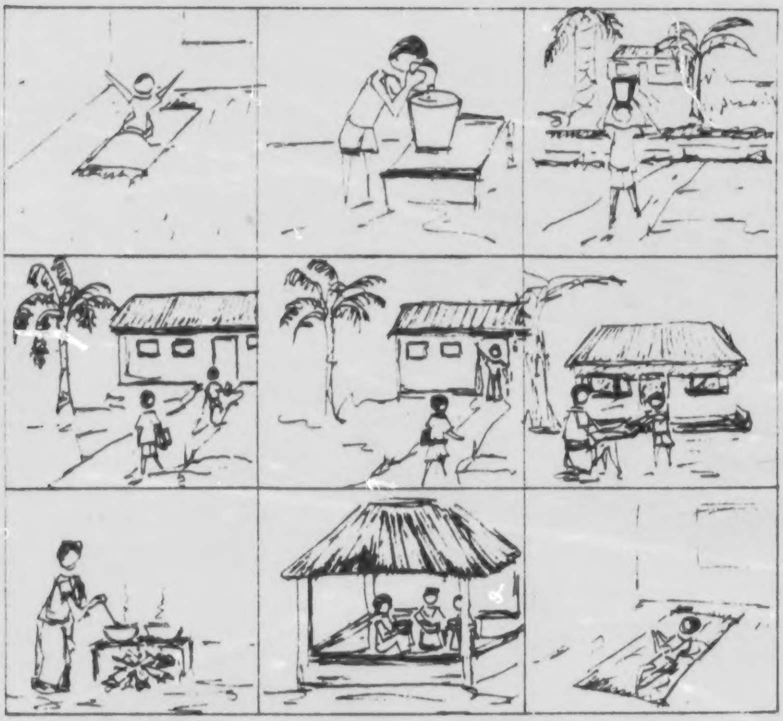
Drill A

1. Keita ye wulila, joona sɔɔma sɔɔma.	Keita gets up early every morning.
2. A w'a kɛla, e i ko̱la ka masili.	After that, he washes himself and gets dressed.
3. A w'a kɛla, e dabɔ dɔ̃na ka taama lakɔli_la.	After that, he eats breakfast and walks to school.
4. Lakɔli we bã, e taala bɔ̱̃_na.	When school is finished, he goes home.

Drill B

1. Fanta y'i wuli joona.	Fanta wakes up early.
2. Ɛ a nya̱ ko̱la ani kũsi.	She washes her face and hair.
3. A w'a kɛla, a ba̱ ye Fanta kũsi dãna.	After that, her mother plaits Fanta's hair.
4. A we bã dɔ̃nila, Fanta y'a da̱ lako̱la.	After eating, Fanta brushes her teeth.
5. Tili bɛ e hakilito a dɔ̱ɔmusolu̱_lɔ an'a dɔ̱ɔcɛlu̱.	All day she takes care of her younger brothers and sisters.





Drill C

1.	Sɔɔmãda_la Abu y'a kũ bɔ̱la.	In the morning Abu combs his hair.
2.	A fana y'a bõbõsi lila.	He also shaves his beard.
3.	Su_lɔ e lala ka nɔ̃ni kɛ.	At night he lays down and rests.
4.	Tili tili a lɛ ani Hawa ye ka̱lã kɛla nyɔ̃ɔ̃_fɛ.	Every day he and Hawa study together.

Drill D

1.	Fanta y'a kũ dãna.	Fanta is combing (plaiting) her hair.
2.	Abu y'a kũ bɔ̱la.	Abu is combing his hair.
3.	Abu y'a da lako̱la.	Abu is brushing his teeth.
4.	Abu y'a nya̱ ko̱la.	Abu is washing his face.
5.	Hawa y'i jɛlɛ ko̱la.	Hawa is washing herself.
6.	Hawa ye wulila.	Hawa is waking up.
7.	Hawa tɛ wulila.	Hawa is not waking up.
8.	Hawa tɛ lala ka nɔ̃ni kɛ.	Hawa is not laying down to rest.

K. GRAMMAR AND CULTURE NOTES

K.1 Polite Command Form

To make a command less harsh-sounding either (1) add the verb na 'come' to the beginning of the command; or (2) preface the command with the phrase i jɔ̃ 'I beg you' which is the Liberian English form of English 'please.'

Fani ko.	Wash the clothes.
Na fani ko.	Come wash the clothes.
I jɔ̃, fani ko.	Please wash the clothes.

K.2 sani

Sani appears at the beginning of a sentence and means 'before.' The auxiliary na is used in the 'sani' clause and no suffix is attached to the verb.

Sani i na na yano, taa lɔɔfɛ_lɔ.	Before you come here, go to the market.
Sani i na buku sɛbɛ, a sã.	Before you read the book, buy it.

K.3 nya X ka bă

To express the English concept of 'after X' the Mănyakă phrase, nya X ka bă is employed. Its literal meaning is 'after X finishes......' It appears at the beginning of a sentence. The suffix -la is attached to the verb following bă.

Nya i ka bă laso kola, i jɛlɛ ko.	After you was the floor, wash yourself.
Nya mɔ ka bă dɔ̃ni kɛla, mɔ kɛtɛ mɔ lala ka nɔ̃ni kɛ.	After we finish eating, we will lie down and rest.

K.4 'already'

To convey the concept of having 'already' completed a task, the auxiliary we is used in conjunction with the verb bă 'finish'. There is no actual word in Mănyakă that means 'already.'

N we bă taala lakɔli_la.	I already went to school.
Ai we bă maio dɔ̃nila.	They already ate the rice.

L. HOMEWORK

1. Draw a floor plan for an apartment or house that you have lived in in the United States. Also ask your tutor to draw the floor plan of a typical Liberian or Mandingo house. Describe the American house to your tutor and have your tutor describe the Mandingo house to you. Try to conduct as much of the conversation as possible in Măniyakă. If you learn new words to convey the meaning you need, add the words to your vocabulary lists in the chapter or in the dictionary.
2. Write a text describing your typical day. Include when you get up, what you do at various times of the day, what you eat and when, and who you see during the day. As always, bring your text to class, read it aloud, and after your tutor checks it for correctness, record it to listen to outside of class.
3. Practice giving polite commands to one another in the classroom situation. One way to practice these forms is to play "Seku y'a fo̲."

M. SELF-EVALUATION

1. Name seven functions of the rooms in a Mandingo house.
2. Name four pieces of furniture.
3. List five household tasks.
4. List five daily activities.
5. Answer the following questions.
    a. Bŏ̲nadĕni y'i_bo̲lo?
    b. E mĩdɛ kɛla?
    c. I k'i wuli sɔɔmăda_la?
    d. I k'i la ka nɔni kɛ wa̲ati mĭdɛ?
    e. I ye ka̲lã kɛla lakɔli_ni mĩdɛlɔ?
    f. Nya i ka bă nɔni kɛla, i ye mĩdɛ kɛla?

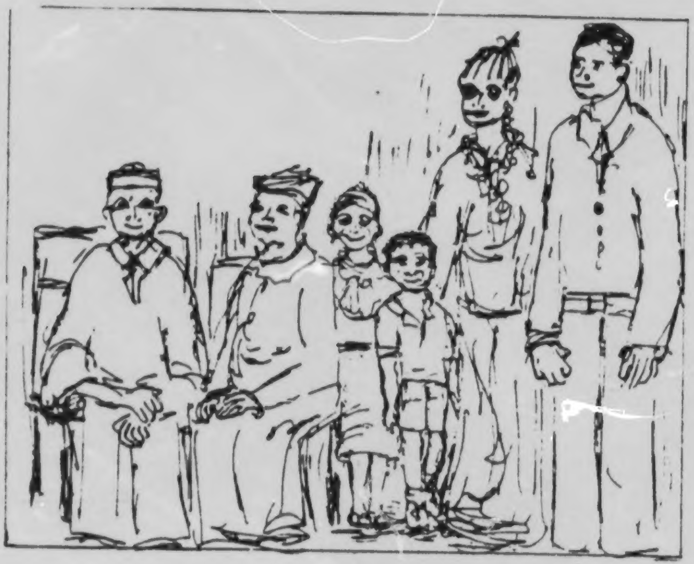
6. Translate the following into Mãniyakã.

   a. After we finish brushing our teeth, we will get dressed.
   b. My co-worker dresses very well.
   c. The baby needs to be washed.
   d. The farmer already planted the cassava.
   e. Before the students go home, the teacher gives them work to do.
   f. Please go home.
   g. Make the bed and sweep the floor.

7. Define the following words and phrases and use each in a sentence.

   ka ja̲ tili_kɔ̲nɔ
   ka duu_ma tɛɛ
   samaya
   funatɛlɛ
   k'i kũ dã
   ka masili
   gba
   kabine
   tibilikafẽ
   ka hakilito X_1

LESSON 15



CLOTHES AND BODY IMAGE

In this lesson the learner is introduced to vocabulary and phrases related to clothes, jewelry and color terms, and to more adjectives. The learner is also shown how to form comparative structures. There are three texts -- each is a description: two of people, one of an object.

A. GOALS

1. To learn the words for different pieces of clothing and jewelry.
2. To learn color terms and adjectives related to body image description, e.g., 'short', 'thin', 'good-looking', etc.
3. To learn how to compare items, and people, e.g., 'Mary is stronger than John', and 'This shirt is as clean as that one', etc.
4. To learn the names for additional parts of the body.

B. VOCABULARY

B.1 Clothes:

fa̱ni *also* kã̱nafani...shirt
fula...man's skull hat
kamãji...woman's gown
kɛ̃kaamaye..woman's turban
kuisi...pants
pipo...man's gown
samala...shoe, slipper
sɛlifana...woman's prayer clothes
sɛ̃tulu...belt
taafe...lappa (cloth measure)

B.2 Adjectives Related to Body Image

bõya...big, large
cɛ̃ya...good-looking
coya...ugly
dɔ̱ɔya...thin, young, small
fãga (n.)...strong
hakili (n.)...intelligence
jãya...tall, long
kɔ̱lɔ...old
surũya...short

B.3 Other Adjectives

bɛ̃, kubɛ̃...good
gbiliya...soft
ju...bad
kuia...new
mwaya...thick
nõ...dirty
sɛnɛ...clean

B.4 Verbs:

ka *X* bila...to wear X
ka *X* bila a kã_na...to put X on
ka fala...to tear
ka kala...to sew
ka kɛ...to make
ka ladã...to repair, fix
k'i masili...to get dressed
k'i masili kubɛ̃...to dress well
ka sili...to tie on (like a belt)
ka soo...to pierce (one's ears)
ka tɛɛ...to cut

B.5 Parts of the Body:

bo̱lokanaya...wrist
bo̱lokɔni...finger
camaya...waist
sẽkɔni...toe
to̱lo...ear

B.6 Metals:

fuã...silver
nɛɛ...metal, iron
sani...gold
samani...ivory

B.7 Colors:

fĩ...black
gbɛ...white
gbili...green
wulẽ...red

B.8 Jewelry:

gbã̲gbã...bracelet
koina...finger-ring
sɛni...necklace
to̲lolafẽ...earring

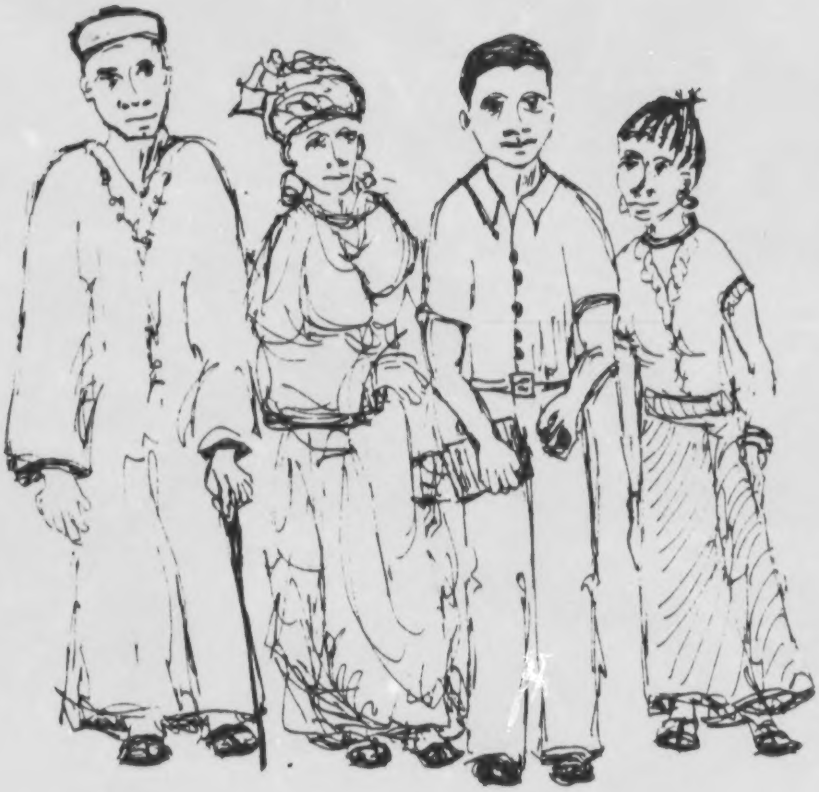
B.9 Other Nouns:

faliso...body
fa̲nikalaba...tailor
jese...thread, cotton
ju̲fa...pocket
kɛnɛma...height
seelã...needle
siaka...blacksmith, jeweler
woo...hole

B.10 Special Phrases:

X ye su mĩdɛ jea?...What color is X? (*lit.*, X-what-kind-shows?)

C. CLOTHING AND COLOR TERMS



Drill A

1. Hawa ye kamãji bilala.	Hawa is wearing a gown.
2. Abu na pipo bilala a kã_na.	Abu put on a prayer gown.
3. Fanta na taafe lasilila.	Fanta put on a lappa skirt
4. Mamadi ye samala bilala.	Mamadi is wearing shoes.

Drill B

1. Fanta ye gbãgbã fila bilala.	Fanta is wearing two bracelets.
2. Abu ye fula bilala.	Abu is wearing a skull cap.
3. Mamadi ye kuisi bilala ani kãnafani.	Mamadi is wearing pants and a shirt.
4. Hawa ye kɛ̃kaamaye bilala.	Hawa is wearing a turban.

Drill C

1. Hawa tolo sooni.	Hawa has pierced ears.
2. E tololafẽ_nu bilala.	She is wearing earrings.
3. Mamadi ye koina bilala bolokɔni_ka.	Mamadi is wearing a ring on his finger.
4. Tuma dulu Fanta ye sɛlifanalu bilala.	Sometimes Fanta wears prayer clothes.
5. Abu tɛ sɛ̃tulu bilala.	Abu is not wearing a belt.

Drill D

1. Abu ya pipo gbɛni.	Abu's prayer gown is white.
2. Mamadi ya sɛ̃tulu fĩni.	Mamadi's belt is black.
3. Fanta ya taafe wulẽni.	Fanta's lappa is red.
4. Hawa ya kɛ̃kaamaye gbilini.	Hawa's turban is green.

Drill E

Example:	A. Ya fa̲ni ye su mĩdɛ jealā? (wulẽ)	What color is your shirt?
	B. A wulẽni.	It is red.

1. Abu ya kuisi ye su mĩdɛ jeala? (gbili)	What color are Abu's pants?
2. Taafe ye su mĩdɛ jeala? (gbɛ)	What color is the lappa?
3. Fula ye su mĩdɛ jeala? (fĩ)	What color is the skull cap?
4. Hawa ya kamãji ye su mĩdɛ jeala? (wulẽ)	What color is Hawa's gown?
5. Na kɛ̃kaamaye ye su mĩdɛ jeala? (fĩ)	What color is my turban?
6. A ba̲ ya sɛlifana ye su mĩdɛ jeala? (gbɛ̄)	What color are her mother's prayer clothes?

Drill F

1. Taafe kulani.	The lappa is new.
2. Fa̲ni kɔ̲lɔni tɛ.	The shirt is not old.
3. Samala nõni.	The shoes are dirty.
4. Kuisi sɛnɛyani tɛ.	The pants are not clean
5. Kɛ̃kaamaye bõyani.	The turban is big.
6. Fula dɔ̲ɔyani.	The skull cap is small.

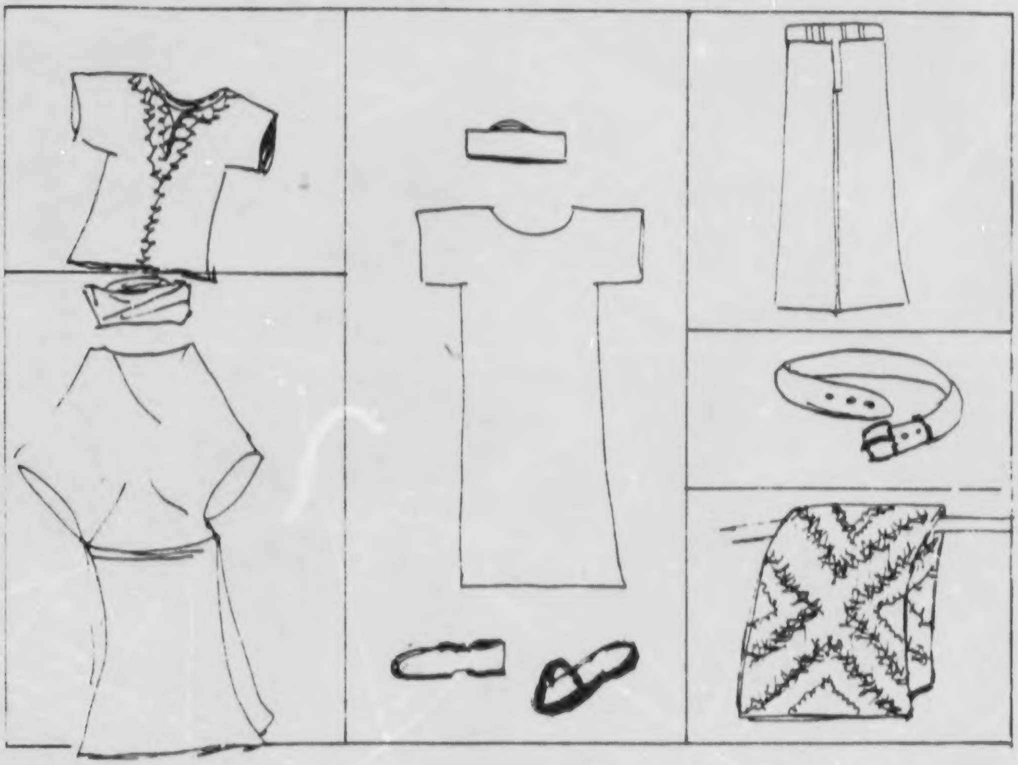
Drill G

1. Cɛlu̲ ya pipo jãyani.	The man's gown is long.
2. Sɛ̃tulu surũyani tɛ.	The belt is not short.
3. Fa̲ni gbiliyani.	The cloth is soft.
4. Koina dɔ̲ɔya tɛ.	The ring is not small.
5. Fa̲ni mwayani tɛ.	The cloth is not thick.
6. To̲lolafẽ jãyani.	The earring is long.

Drill H

1. Kamãji jãyani bake.	The woman's gown is too long.
2. Koina dɔ̲ɔyani bake.	The ring is too small.
3. Fa̲ni kɔ̲lɔni bake.	The cloth is too old.
4. Kã̲nafani bõyani bake.	The shirt is too big.

C.



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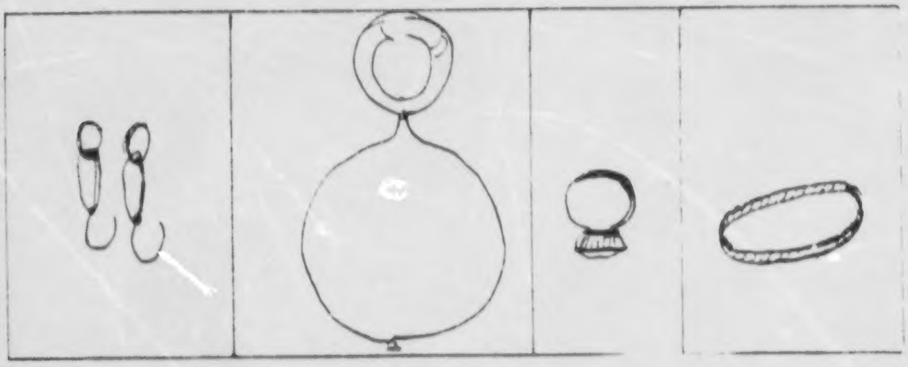


D. JEWELRY

Drill A

1. Koina ye kɛ sani_fɛ.	The ring is made of gold.
2. To̲lolafẽnu̲ ye kɛ fuã_fɛ.	The earrings are made of silver.
3. Gbã̲gbã ye kɛ samani_fɛ.	The bracelet is made of ivory.
4. Sɛni ye kɛ nɛɛ_fɛ.	The necklace is made of metal.

Drill B

1. Koina ye kɛ mĩdɛ_fɛ?	What is the ring made of?
2. Gbã̲gbã ye kɛ mĩdɛ_fɛ?	What is the bracelet made of?
3. Sɛni ye kɛ mĩdɛ_fɛ?	What is the necklace made of?
4. To̲lolafẽnu̲ ye kɛ mĩdɛ_fɛ?	What are the earrings made of?

Drill C

1. Hawa ye koina bilala a bo̲lokɔni_ka.	Hawa wears a ring on her finger.
2. E gbã̲gbã bilala ya bo̲lokanaya_ka.	You wear a bracelet on your wrist.
3. Ni to̲lolafẽnu̲ bilala.	I am wearing earrings.
4. Fanta tɛ sɛni bilala.	Fanta is not wearing a necklace.

E. BODY IMAGE

Drill A

1. Abu kɔ̲lɔni.	Abu is old.
2. Fanta dɔ̲ɔyani.	Fanta is young.
3. Mamadi jãyani.	Mamadi is tall.
4. Hawa surũyani tɛ.	Hawa is not short.

Drill B

1. Lassani cɛ̃yani.	Lassana is good-looking.
2. Keita coyani tɛ.	Keita is not ugly.
3. Hawa dɔ̲ɔyani.	Hawa is thin.
4. Seku bɔ̃yani.	Seku is large.

Drill C

1. A hakili ye Hawa_la.	Hawa is intelligent.
2. A hakili tɛ Fanta_la.	Fanta is not intelligent.
3. A fãga ye Keita_la.	Keita is strong.
4. Abu fali_lɔ bilani.	Abu is weak.

Drill D

1. Hawa ye di? (hakili)	What is Hawa like?
2. I fa ye di? (jãya)	What is your father like?
3. I ye di? (surũya)	What are you like?
4. Ya duunyɔ̃ɔ̃ ye di? (kɔ̲lɔ)	What is your friend like?

F. COMPARATIVE STRUCTURES

Drill A

1. Hawa ani Fanta kunama ye kɛ̲lɛ̃.	Hawa is as tall as Fanta.
2. Abu ani Keita faliso tɛ kɛ̲lɛ̃.	Abu is not as large as Keita.
3. Keita an'i lɛ cɛ̃yani yɛ kɛ̲lɛ̃.	Keita is as good-looking as you.
4. Mɔ ani a̲i lɛ kɔ̲lɔyani tɛ kɛ̲lɛ̃.	We are not as old as they are.
5. Nɛ ani n kɔ̲lɔcɛ fãga ye kɛ̲lɛ̃.	I am as strong as my older brother.
6. Abu ani ka̲lamɔɔ hakili tɛ kɛ̲lɛ̃.	Abu is not as intelligent as the teacher.

Drill B

1. Fa̲ni mĩni ani wo̲ bõyani tɛ kɛ̲lɛ̃.	This shirt is not as big as that one.
2. Taafe mĩni ani wo̲ mwayani ye kɛ̲lɛ̃.	This lappa is as soft as that one.
3. Kuisi mulu̲ ani wu̲lu̲ jãyani ye kɛ̲lɛ̃.	These pants are as long as those.
4. Samala mulu̲ ani wu̲lu̲ kulani tɛ kɛ̲lɛ̃.	These shoes are not as new as those.
5. Kɛ̃kaamaye mĩni ani wo̲ sɛnɛni tɛ kɛ̲lɛ̃.	This turban is not as clean as that one.
6. Pipo mĩni ani wo̲ nõni ye kɛ̲lɛ̃.	This man's gown is as dirty as that one.

Drill C

Example:	A. Nɛ ani Hawa jãyani.	Hawa and I are tall.
	B. Nɛ ani Hawa jãyani ye kɛ̲lɛ̃.	Hawa is as tall as I am.
1.	Fa̲ni ani samalalu̲ kulani.	The shirt and shoes are new.
2.	Cɔmɔnu an'i lɛ surũyani.	The old man and you are both short.
3.	Keita ani Abu faliso bõyani.	Keita and Abu are both large.
4.	A fãga ye n_na ani a lɛ.	She and I are both strong.
5.	A hakili y'i_la an'a lɛ.	He and you are both intelligent.

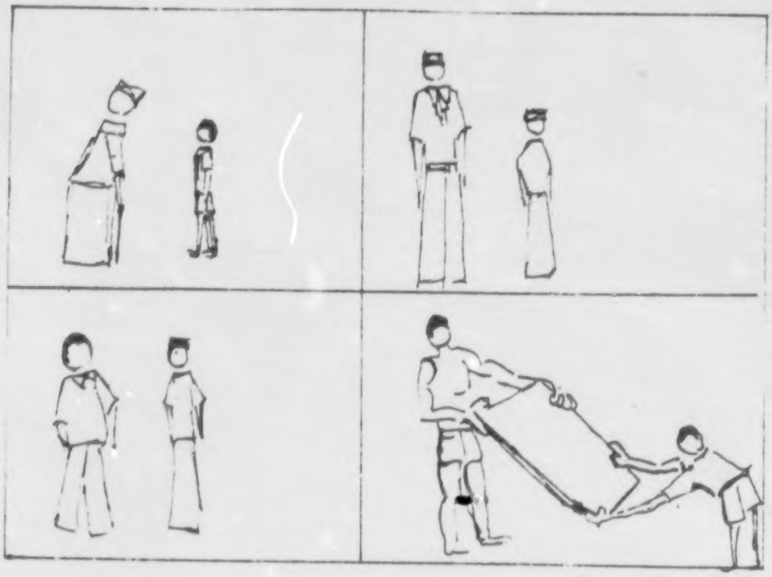
Drill D

Example:	A. I jãyani di? (ani i)	How tall are you?
	B. Nɛ an'i lɛ kunama ye kɛ̲lɛ̃.	I am as tall as you.
1.	Kã̲nafani kɔ̲lɔyani di? (ani wo̲)	How old is this shirt?
2.	Kɛ̃kaamaye sɛnɛni di? (ani wo̲)	How clean is the turban?
3.	Taafe wulẽni di? (ani fa̲ni)	How red is this lappa?
4.	Abu kɔ̲lɔyani di? (ani Hawa)	How old is Abu?
5.	I fa cɛ̃yani di? (ani n ba̲)	How good-looking is your father?
6.	A fãga ye Keita_la di? (ani nɛ)	How strong is Keita?

F.2 'more, -er'

Drill A

1.	Abu kɔ̲lɔyani ka timi Fanta_la.	Abu is older than Fanta.
2.	Mamadi jãyani tɛ ka timi i_la.	Mamadi is not taller than you.
3.	A̲i bõyani tɛ ka timi mɔ_la.	They are not bigger than us.
4.	Fa̲ni mĩni gbiliyani ka timi fa̲ni wo̲_la.	This cloth is softer than that cloth.
5.	Samala mulu̲ mwayani ka timi n ta_la.	These shoes are thicker than mine.



Drill B

1.	Hawa jãyani ka timi Fanta_la.	Hawa is taller than Fanta.
2.	Keita dɔɔyani ka timi Seku_la.	Keita is younger than Seku.
3.	Abu bõyani ka timi Mamadi_la.	Abu is larger than Mamadi.
4.	Keita fãga ye ka timi Abu_la.	Keita is stronger than Abu.
5.	Fanta hakili ye ka timi Mamadi_la.	Fanta is smarter than Mamadi.

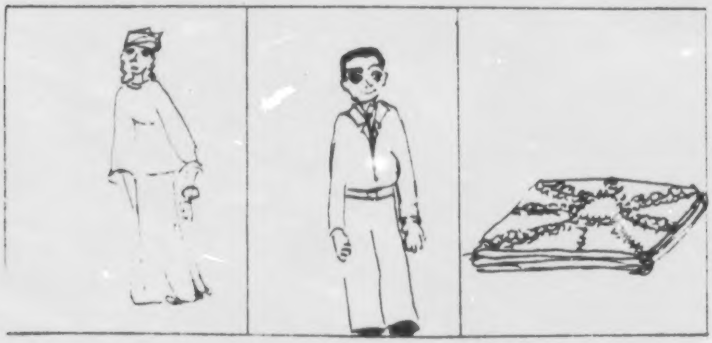
Drill C

Answer the following questions using the pictures above Drill B as a reference.

1.	Fanta surũyani ka timi Hawa_la?	Is Fanta shorter than Hawa?
2.	Keita kɔlɔyani ka timi Seku_la?	Is Keita older than Seku?
3.	Abu fãga ye ka timi Keita_la?	Is Abu stronger than Keita?
4.	Fanta hakili ye ka timi Mamadi_la?	Is Fanta smarter than Mamadi?
5.	Mamadi dɔɔyani ka timi Abu_la?	Is Mamadi thinner than Abu?

Drill D

Practice describing your tutor and your fellow learners. In addition to describing them, compare them to one another.



G. TEXT I

G.1 Mandingo

N duunyɔ̃ɔ̃ Hawa lɛ ni. A jãyani k'a dɔɔya. A kũnama jãyani ka timi a d_ mus dɔɔmuso_ka. E kamãji bilala a kã_na ani kɛ̃kaamaye a kã_ma. A tolo sooni.

1. Jɛnɛ lɛ ni?
2. A kũnama jãyani cɔɔ di?
3. E mĩdɛ bilala a kã_na?
4. E mĩdɛ bilala a kã_ma?
5. A mĩdɛ sooni?

G.2 English version

This is my friend Hawa. She is tall and thin. She is taller than her younger sister. She is wearing prayer clothes and a turban. She has pierced ears.

1. Who is this?
2. How tall is she?
3. What is she wearing (on her body)?
4. What is she wearing (on her head)?
5. What is pierced?

H. TEXT III

H.1 Mandingo

N ka̲lamɔɔ lɛ ni. A surũyani k'a bõya. A nya̲ dɔ̲ɔyani k'a kũ bõya. A cɛ̃yani tɛ. Wa a masilila kubɛ̃. A fa̲ni bɛ kulani lɛ. A tɛ cɛ fãgama lɛ.

1. N ka̲lamɔɔ nya̲ cɔɔ di?
2. A jãyani k'a dɔ̲ɔya?
3. A cɛ̃yani?
4. A fa̲ni kɔ̲lɔni lɛ?
5. E cɛ fãgama lɛ lɛ?

H.2 English version

This is my teacher. He is short and fat. His eyes are small and his head is big. He is not good-looking. But he dresses well. All of his clothes are new. He is not a strong man.

1. What are my teacher's eyes like?
2. Is he tall and thin?
3. Is he good-looking?
4. Are his clothes old?
5. Is he a strong man?

I. TEXT III

I.1 Mandingo

Fa̲ni mĩni diyani bale n_ye. A gbiliyani k'a mwaya. A jãyani bale. Woo t'a_la. A fĩni tɛ. A gbilini k'a wulɛ̃.

1. Mĩdɛ lɛ ni?
2. A surũyani?
3. A gbɛni?
4. Woo sɛlɛba y'a_la?
5. A diyani n_ye?

I.2 English version

This is my favorite piece of cloth. It is soft and thick. It is a long piece. There are no holes in it. It is not black. It is green and red.

1. What is this?
2. Is it short?
3. Is it white?
4. Are there lots of holes in it?
5. Does it please me?

J. GRAMMAR AND CULTURE NOTES

J.1 X ani Y (adj.) ye kɛ̲lɛ̃

The Mãniyakã phrase X ani Y (adj.) ye kɛ̲lɛ̃ is used to express the equivalent of the English "X is an (adj.) and Y" which may also be translated as "X's and Y's (adj.) is the same."

Nɛ ani a kɔ̲lɔcɛ bõyani ye kɛ̲lɛ̃.	Her older brother and I are the same size.
Fa̲ni mĩni ani wo̲ kulani tɛ kɛ̲lɛ̃.	This shirt is not as new as that one.

J.2 X (adj.) ka timi Y_la

To express the comparative structure, X is (adj.) -er than Y, the Mãniyakã phrase, X (adj.) ka timi Y_la is used. X is the item or person whose quality "surpasses" that of Y.

Abu hakili ye ka timi Mamadi_la.	Abu is smarter than Mamadi.
Samala mulu̲ mwayani tɛ ka timi i ta_la.	These shoes are not thicker than yours.

J.3 Adjectives - Culture Notes

Some adjectives have restrictions on their usage. For example, kɛnɛma, 'tall', is used only with people; it cannot be used with objects. When learning a new adjective, always check to see if it has any restrictions.

K. HOMEWORK

1. Write a dialogue of 10-15 sentences. Take as a topic either:
    - a. bargaining for cloth in the market (name good as well as bad points of the cloth); or
    - b. going to a tailor to return some clothes that do not fit.
2. If possible, go to a tailor and talk about ordering some clothes made.
3. Describe two or three of your friends or co-workers in 5-10 sentences. Bring the descriptions to class and see if people can guess who they're about.
4. Ask your tutor about words for other colors, for example, blue, yellow, or orange. Especially note the meanings or origins of the words -- many come from food names.
5. If there are other clothing words you want to know, ask your tutor for them. Be certain that you add them to your vocabulary list.

L. SELF-EVALUATION

1. List the names for four pieces of jewelry.
2. List seven names for pieces of clothing.
3. Name four colors and four metals in Maniyaka.
4. Respond to the following questions.
    a. I ye mĩd bilala?
    b. I to̱lo sooni?
    c. I ya fa̱ni ye su mĩd jeala?
    d. Gbã̱gbã ye kɛ midɛ_fɛ?
    e. I dɔ̱ɔcɛ dɔ̱ɔyani?
    f. I ya di?
    g. I fa ani̱ i lɛ cɛ̃yani ye kɛlɛ̃?
    h. Keita fãga ye ka timi nɛ_la?
5. Translate the following into Mãniyakã.
    a. My uncle is older than your father.
    b. My pants are not as dirty as your shirt.
    c. The necklace is made of gold.
    d. Seku is wearing a ring on his finger.
    e. The cloth has a hole in it.
    f. These shoes are too big for my feet.
    g. Fanta dresses well.
    h. Hawa's turban is white and green.
6. Define the following words and phrases and use each in a sentence.

ka timi
kɛlɛ̃
sɛ̃tulu
jese
ka fala
k'i masili

coya
hakili
gbiliya
kamãji
gbili

LESSON 16

REVIEW LESSON

This is the third review lesson. Directions given in the last two review lessons should be followed when working with the text.

A. TEXT

Na ba̲alekɛdɛ̃ ye nala ba̲alekɛyɔlɔ_la sɔɔma sɔɔma. Bi sanyi nala, n ka lõ a tɛna nala ka fo sanyi tɛ. E ko jɔɔna mĩ kɛla, e taala lɔ̲ɔfɛ_lɔ. Bi ni da̲la fila dila a_ma, ni a fo̲ a_ye ka fi̲labulu sã ani jɛ̲ɛ ani bu̲lu. A we jii tini_la ka taa so̲_kɔ̲nɔ. Lɔ̲ɔfɛ_lɔ a na fi̲labulu sãna etĩ, ka jɛ̲ɛ sã su̲mu fila ani neĩ ka bu̲lu sã fiti. Wa̲li mĩ_na tola ko a na tia di sã; a na sãna fõ̲. Sani e nala luma, a n'i lɔla ka ku̲ma a duunyɔ̃ɔ̃nu̲_fɛ. A na na mĩ kɛla, a ka ma̲lo ti̲bi ani fi̲labulu. Sini a kɛtɛ fa̲ni ko̲la ka bõ̲_na tɛɛ.

1. Ba̲alekɛdɛ̃ ye nala ba̲alekɛyɔlɔ_la wa̲ati mĩdɛ_lɔ?
2. A na dɔ̃nifɛ̃nu̲ sã jɛli_la?
3. Sani e nala luma, e mĩdɛ kɛla?
4. Sini a kɛtɛ laso ko̲la?

B. SENTENCE DICTATION AND TRANSLATION: Mandingo to English

1. A fãga ye Abu_la.
2. Fanta bõyani ka timi nɛ_la.
3. Hawa ye mĩdɛ bilala?
4. Bĩ gbilini tɛ.
5. Kũtii wulito ka ku̲ma joona.
6. Dɛ̃nu̲ kɛtɛ jamanakũtii yɛ̃na.
7. Gbã̲gbã sɛlɛba ye.
8. N taato Bella Yella samakulũ_kɔ̲nɔ.
9. Seĩ siyama kɔnɔ ye biwɔɔlɔ̃wula ani fila lɛ lɛ.
10. Labiya duu su sɛlɛbani.
11. I w'a kɛla, i bɛ se ka taa lɔ̃_na.
12. I ya wa̲li misɛ̃ yano.
13. Fẽ tɛ n_bo̲lo.
14. Musolu̲ kɛtɛ jɛ̲ɛ ani kini sɛlɛba ti̲bila lõba_nye.
15. Ni bãnaku tula k'a lakulũ.
16. Sani mɔ na bɔɔlu̲ ja̲la, mɔ bɛ se ka dɔ̃ni kɛ.
17. Dɛ̃nu̲ we bã hakilito duu_lɔ.
18. Hawa y'i jɛlɛ ko̲la.

C. TRANSLATION: English to Mandingo

1. The man is tall and good-looking.
2. The woman is well dressed but she is ugly.
3. After you clean the house, wash the dishes.
4. There are five bedrooms in the house.
5. He will not walk to Monrovia, it is too far.
6. Yesterday the sun shone fiercely, today it is raining hard.
7. The women did not pound cassava in a mortar.
8. We will go to Ivory Coast by boat.
9. This lappa is long and very soft.
10. Hawa wakes up early every morning.
11. After the water boils, you take the pot off the fire.
12. Please help me.
13. Okra, bananas and pineapples are in the kitchen.
14. Before you go home, you must say that you'll come again.
15. The woman put on a lappa and a turban.

D. QUESTIONS TO ANSWER

1. I fa an'i ba̲ ye di?
2. Ya fa̲ni ye su mĩdɛ jeala?
3. E mĩdɛ bilala?
4. Sanye di?
5. I mĩdɛ kɔ bi?
6. Tilima_lɔ sanye di?
7. E mĩdɛ kɛla sɔɔma sɔɔma?
8. I ba̲ ye mĩdɛ ti̲bila su o su?
9. I we bă dɔ̃nila, e mĩdɛ kɛla?
10. Labiya duu su kɛ̲lɛ̃ ye?
11. E wulila wa̲ati mĩdɛ_lɔ?
12. A hakili y'i_la?
13. I fa ye hakilito i kɔ̲lɔnu_lɔ?
14. Lɔtɛ nato, i kɛtɛ mĩdɛ kɛla?
15. Kalo timini i taani mĭni?

E. VOCABULARY

Define the following and then use each in a sentence.

1. lafẽ
2. sɛ̃tulu
3. gbe
4. ku̲lũ
5. fɔnye
6. fãga
7. biwɔɔlɔ̃wula
8. yɔ̲lɔ
9. laso
10. sɔ̲sɔ

ANSWERS

A. TEXT

My houseboy comes to work every morning. Today it is raining. I know that he will not come until the rain stops. The first thing he will do is go to the market. I will give him $2.00 and tell him to buy greens, fish, and bread. He goes down the hill and into town. At the market he pays 15¢ for greens; 50¢ for fish, and 50¢ for bread. With the money he has left, he buys some groundpeas to eat; they cost 5¢. Before he comes back, he stops to talk with his friends. Once he comes back, he cooks the rice and greens. Tomorrow he will wash the clothes and sweep the house.

1. When does the houseboy come to work?
2. How much does he pay altogether for the food?
3. What does he do before he comes back?
4. Will he wash the floors tomorrow?

B. TRANSLATION: Mandingo to English

1. Abu is strong.
2. Fanta is bigger than I.
3. What is Hawa wearing?
4. The grass is not green.
5. The leader will stand up and talk first.
6. The children will see the president.
7. There is lots of dust.
8. I am going to Bella Yella by airplane.
9. 8 X 9 = 72.
10. Liberia has many kinds of land.
11. When you have done it, you can go home.
12. Here is your change.
13. I don't have anything.
14. The women will cook lots of fish and rice for the feast.
15. I am beating the cassava and making it round.
16. Before we dry the dishes, we can eat.
17. The children finished taking care of the yard.
18. Hawa washed herself.

NOTE ON LESSONS 17 - 19

Lesson 17 through 19 consist of dialogues and texts related to health (17 and 18) and agriculture (19). They do not contain drills. The purpose of these lessons is to supply you with material to work with, you yourself must supply the drills.

When working with a text or dialogue, follow the same procedure that was used in the previous lessons. The tutor reads through the text or dialogue, learners listen, concentrating on picking up words with which they are already familiar. As there is no set vocabulary list to draw from, you must compile the list of the items that are used in the texts and dialogues with the help of your tutor. Be certain that you keep a complete list of all new words and special phrases.

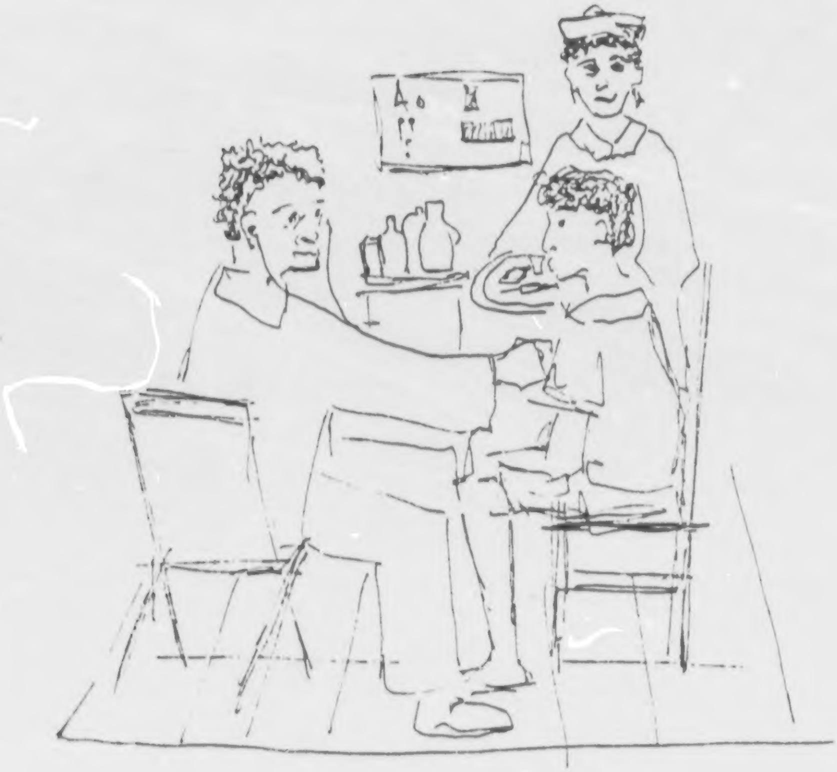
Using the drills from previous lessons as examples, develop your own drills for learning the new structures and vocabulary that are introduced in these lessons. The U.S. Peace Corps has a handbook of language drill techniques that is a useful reference book.

Lesson 20 is a review lesson, part of which you must write either yourself or with the help of your tutor.

Preparing your own language drills involves you one step further in the process of learning a language. Your next step will be to collect your own texts and vocabulary items which you will continue to analyze for grammar points.

There is an Appendix of pictures after Lesson 20. These pictures can be used in a number of ways. You can write a description of the situation presented in the picture. If there are objects in the picture for which you do not know the Mãniyakã word, you may have your tutor give you its name, and explain its use to you. The pictures can also be used as the basis of a conversation period in the classroom.

LESSON 17



HEALTH I

A. DIALOGUE

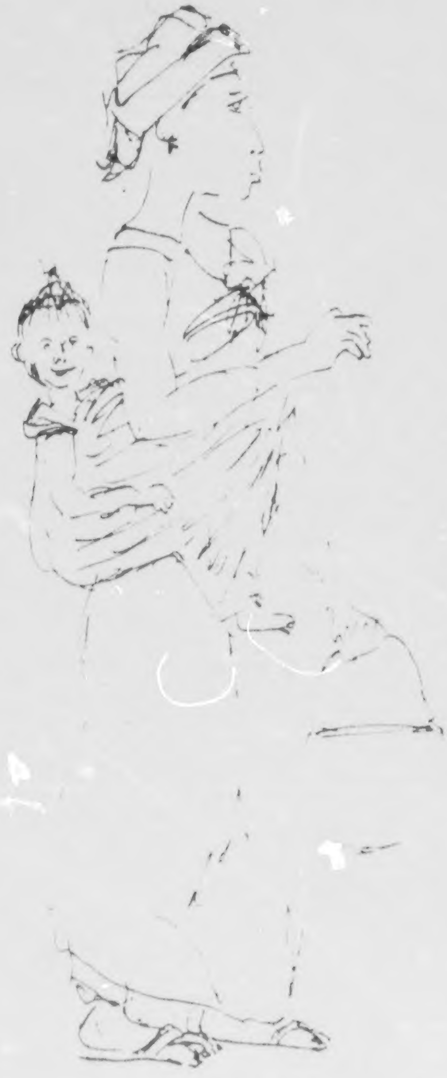
Nurse:	Ni wula.	Good afternoon.
Patient:	Ĩ, ni wula.	Yes, good afternoon.
N:	I fali ye di?	How are you?
P:	Tana si mɔ_la.	Not too bad.
N:	Kuma di ye n_bolo ko n_a fɛ kā i ye jabi. Ī fali mĩdɛ dimĩna?	I have some questions for you to answer. Where does it hurt?
P:	N kɔnɔ lɛ ye dimĩna.	My stomach hurts.
N:	E dimĩna fa bɛ_lɔ?	Does it hurt anywhere else?
P:	N kɔ ani n kã fana dimĩna. Ani n fali gbani.	My back and my throat hurt, too. And I have a fever.
N:	I tɛɛ jãgoloto lɛ lɛ waati jɛli ye? I fali gbani tɛɛ waati jɛli ye?	How long have you been sick? How long have you had a fever?
P:	O, jãgoloto tɛɛ i lɛ lɛ waati sɛlɛba ye. I fali gbani tɛɛ lõ sawa lɛ ni.	Oh, I have been sick for a long time. I have had a fever for three days.
N:	Sɔsɔ y'i_la?	Do you have a cough?
P:	ɔ̃-ɔ̃.	No.
N:	Jãgolo su mĩ y'i_bolo kɔlɔkɔlɔ?	Have you been sick like this before?
P:	Ĩ, n nani yano kalo timini_lɔ ni jãgoloto lɛ tɛɛ.	Yes, I came here last month when I was sick.
N:	Ai na basi su mĩdɛ dila i_ma? Ai ka selã di i_ma?	What medicine did they give you? Did they give you an injection?
P:	ɔ̃-ɔ̃, ai ma selã di n_ma. Ai na basikɔlɔ dulu dila n_ma, wa ai diyani tɛ n_na. N ma ai ta.	No, they didn't give me an injection. They gave me some pills, but I didn't like them. I didn't take them.
N:	Ni i ma basikɔlɔ ta, ai tɛna lakɛnɛyala i_la. I Īɔni waati di_lɔ, ka fẽ mĩ bila i da_kɔnɔ. I ka kuma.	If you don't take your pills, you won't get better. Wait a few minutes and keep this in your mouth. Don't talk.

B. TEXT I

B.1. Mandingo

Dɛ̲̃ni mĩ cɛ̃yani. Mɔ̲ɔ mɔ̲ɔ ka dɛ̲̃ni mĩ yɛ̃, a̲i y'a fɛ k'a mina. A fali cɛ̃yani ani a kũsi. A nya̲ sɛnɛyani. A fãga walani, a bõyani, a sawani. N'a ka bõya, a kɛtɛ ba̲ale ba kɛla ani ka fẽ sɛlɛba kɛ a dɛ̲̃baya_nye.

1. Dɛ̲̃ni mĩ cɔɔ di?
2. Mɔ̲ɔ mɔ̲ɔ ka dɛ̲̃ni mĩ yɛ̃, a̲i y'a fɛ ka mĩdɛ kɛ?
3. A fali ani a kũsi cɛ̃yani?
4. E dɛ̲̃ni fãgama lɛ?
5. A dɔ̲ɔyani?
6. A sawani?
7. N'a ka bõya, a kɛtɛ mĩdɛ kɛ?



B.2. English version

This baby is too fine. Whenever anybody sees this baby, they want to hold him. He has fine skin and fine hair. His eyes are clean. He is strong and fat and happy. When he gets bigger, he will work hard and provide good support for his family.

1. What is this child like?
2. When everyone sees this baby, what do they want to do?
3. Are both his skin and hair healthy?
4. Is he a strong baby?
5. Is he thin?
6. Is he happy?
7. What will he do when he grows up?

C. TEXT II

C.1. Mandingo

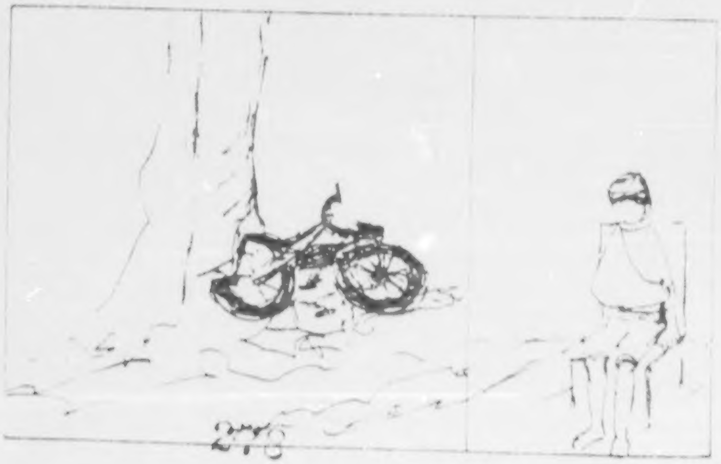
Lasana lɛ ni. A tɛɛ mɔtɔ_ka. A n'a gbasila ji̲li_la kamasɔlɔ a tɛɛ bolibala bakɛ. A na tɛɛla a kũ_ma. A bo̲lo na kalila. Alla ka kɛ mɔ̲ɔ ka taa a_lɛ dɔlɔtɔlɔ_la. Dɔlɔtɔlɔ kɛtɛ a bo̲lo tũna ka da̲a kala. A ka kă k'a la kanape_la ka a nɔni kɛ mafo wa̲ati di.

1. Lasana na mĭdɛ kɛla?
2. Mĭdɛlɔ?
3. A na tɛɛla mĭni_ma?
4. A mĭdɛ na kalila?
5. Mɔ̲ɔ ka taa a_lɛ mĭni?
6. Dɔlɔtɔlɔ kɛtɛ mĭdɛ kɛ?
7. Lasana ka kă ka mĭdɛ kɛ?

C.2. English version

This is Lasana. He was on his motorbike. He crashed it into a tree because he was going too fast. He cut his head. His arm was broken. Luckily, someone took him to the hospital. The doctor will set his arm and stitch his cut. Then he will have to stay in bed and rest for some time.

1. What did Lasana do?
2. Why?
3. Where was he cut?
4. What is broken?
5. Where did the person take him?
6. What will the doctor do?
7. What must Lasana do?

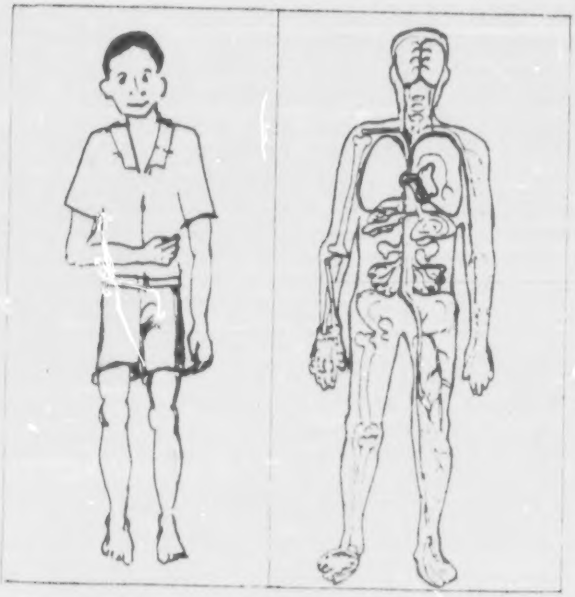


LESSON 18

HEALTH II

A. Dialogue

A:	I fali ye di?	How is your body?
B:	N fali ka nyi.	I am feeling fine.
A:	O ka nyi. I ye basi tala?	Good. Are you taking your medicine?
B:	Ĩ, ni na basikulu tala a kɛlɛ̃ tili tili.	Yes, I take one pill every day.
A:	O ka nyi. I ka kã k'i hakilito ĩ_lɔ tili tili. I fana ye na selã ta lɔtɛ lɔtɛ. E mĩdɛ dɔ̃na?	Good. It is important to remember every day. Also you must come for your injection every week. What are you eating?
B:	Ni filabulu aɲi jɛɛ lɛ dɔ̃na yo i n'ā fola n_ye tĩmi.	I am eating greens and fish just like you told me to.
A:	Sɔsɔ! E jɛli sɔsɔla?	Cough! Are you still coughing blood?
B:	(sɔsɔ) Ɔ-ɔ̃, jɛli t'a_la butu.	(Cough) No, no more blood.
A:	Na ni ya nɛnɛ gbani mafɛlɛ̃. (Waati timito.)	Now let's check your fever. (Time passes.)
B:	I fali ye kɛnɛyala. Ni i ka hakilito i jɛlɛ_lɔ, i kɛtɛ kɛnɛyala. Wa e hakilito a_lɔ, jãgolo ju lɛ. Sani mɔɔ ye kɛnɛya, a we waati jã kɛ.	You are doing much better. If you take care of yourself, you will get well. But remember, it is a bad disease. It takes a long time to get better.



B. TEXT I

B.1. Mandingo

Tõdɔlɔlu!

Seku lɛ ni. A cɛ̃yani tɛ. Tõdɔlɔlu y'a_kɔnɔ. Sumagbɛ lɛ ni. A kɔnɔ y'a dimĩna. A kɔnɔ bolila. Seku tɛ samala dõna a sẽnu. Seku taala ka bina wa_lɔ a so_dafɛ.

Seku duunyɔ̃ɔ̃ ye. A tɔɔ lɛ Fanta. E taamala Seku_tɔɔfɛ. A sawani an'a cɛ̃yani. Fanta ye taala ji_lɛ, a tɛ yɔlɔ ju yẽna a_nyama. A tɛ samala dõna. Fanta ye taamala Seku boo_lɔ. A tɛ yɔlɔ ju yẽna.

Tõdɔlɔlu yɛ̃! Ai misɛ̃yani bale. A misɛ̃yani ka fo Fanta y'ai yɛ̃. Joona a kɛtɛ jãgoloto yo a duunyɔ̃ɔ̃ Seku.

Fanta sẽkoloya lɛ ni. A na taamala Seku boo_lɔ. I nya tõdɔlɔlu misɛ̃_na, ai cĩna a sẽ_kɔnɔ. Fanta dimĩ t'a_la, kamasɔlɔ tõdɔlɔlu misɛ̃yani bale. Tõdɔlɔlu bɛ se ka lacĩna a fali_lɔ. Joona Fanta kɛtɛ jãgoloto lɛ lɛ.

Fanta we jãgolo. A kɔnɔ y'a dimĩna. A kɔnɔ bolila. Sumagbɛ w'a lajãgolo. A na cĩna a sẽ_ma ka dõ fali_lɔ. Ai y'a kɔnɔ_kɔnɔ kulalɛni, ani a kɔnɔ ladimĩna.

I nya ye tõdɔlɔlu dõnila. Ai y'ai kililu lala ka kɛ sumagbɛ di gbɛlɛ_la. Ai kililu bɔto Fanta fali_lɔ. Fanta jãgoloni an'taala ka bina a so_dafɛ. Sumagbɛ kililu y'a boo_lɔ. Kililu kɛtɛ ci; ai kɛtɛ kɛ tõdɔlɔlu_la.

Mɔɔ mĩni sawani an'ai fali ka nyi. Ai sẽ ye dõna samala_lɔ k'ai sẽ sutala. Tõdɔlɔlu tɛna cĩna ai sẽ_ma ka dõ ai fali_lɔ.

Cɛ mĩni a fali gbɛni. E taala ka bina. A t'a fɛ ko mɔɔ tolu yo kɛ jãgolo_la. Mɔɔlu tɛna se ka taama a boo_lɔ.

Fanta ani Seku we jãgolo. Ai kɔnɔ y'ai dimĩna. Ai kɔnɔ bolila. Ai ye taala dɔlɔtɔlɔ_la ka basi sɔlɔ. Basi kɛtɛ tõdɔlɔlu foala.

Basi we tõdɔlɔlu foa. Samalalu kɛtɛ ai sẽ sutala tõdɔlɔlu_ma. Fanta ni Seku y'a fɛ k'ai jɛlɛ lakẽnɛya k'ai sawa.

After learners understand the text, the tutor may ask questions about the text. The learners should write questions to accompany the text. The tutor should correct the questions as needed. Then the questions can be used in class with learners taking turns asking their questions of one another.

B.2. English version

Worms!

This is Seku. He is feeling sick. He has worms in his stomach. They are hookworms. His stomach aches. He has diarrhea. Seku doesn't wear shoes. Seku is going to the toilet in the bush near his village.

There is Seku's friend. Her name is Fanta. She is walking near Seku. She is happy and healthy. Fanta is carrying water and doesn't see the danger ahead. She is not wearing shoes. Fanta is walking on Seku's stool. She cannot see that there is danger.

See the worms! They are very small. They are too small for Fanta to see. She will soon be sick like her friend, Seku.

This is the bottom of Fanta's foot. She walked on Seku's stool. See the small worms biting her foot. Fanta doesn't feel pain, because the worms are so small. The worms can bite through her skin. Fanta will soon be sick.

Fanta is sick. She has biting pains. She has diarrhea. The hookworms made her sick. They bit her skin and passed into her body. Now they live in her stomach, and cause her trouble.

See the hookworms eating. They are laying eggs, to make more hookworms. The eggs will pass out of Fanta's body. Fanta is sick and is going to the toilet near her village. Hookworm eggs are in her stool. Soon they will hatch and become worms.

These people are happy and healthy. They protect their feet by wearing shoes. Worms will not come into their feet.

This man is healthy. He is using a latrine. He is making sure that other people will stay healthy. People will not be able to step on his stool.

Fanta and Seku are sick with pain and runny stomachs. They go to the hospital to receive medicine to kill the hookworms.

The medicine has killed the worms. The shoes will protect their feet from hookworms. Fanta and Seku want to stay healthy and happy.

C. TEXT II

C.1. Mandingo

Kɔ̲nɔmato

N'i kɔ̲nɔma lɛ, i ka kã ka taa dɔlɔtɔlɔ_la. Kɔ̲nɔmalu̲ ya lõ lɛ a_ma dɔlɔtɔlɔ bɛ_la. E hakilito i_lɔ, i ka kã ka kɔ̃ni nyumã kɛ. Dɔ̃nifɛ̃nu̲ diyani ye yo jɛ̲ɛ, so̲bo, fi̲labulu ani ji̲lidɛ̃. O̲ kɛtɛ fali_lɔ kɛnɛyala ka jɛ̲li nyumã di i_ma ani e dɛ̃ fana fali_lɔ ye kɛnɛya ani ka fãga kɛ a la. I nɔni kɛ tili tili. E kana i jɛlɛ lase. I ka du̲nu ba ta.

1. N'i kɔ̲nɔma lɛ, i ka kã ka mĩdɛ kɛ?
2. I ka kã ka e habilito mĩdɛ_lɔ?
3. I ka kã ka dɔ̃nifɛ̃ su mĩdɛ dɔ̃?
4. Dɔ̃nifɛ̃nu̲ kɛtɛ i dɛmɛla di?
5. A̲i kɛtɛ i dɛ̃ dɛmɛla di?
6. E nɔni kɛla wa̲ati mĩdɛ_lɔ?
7. I ka kã ka du̲nu ba ta?

C.2. English version

Pregnancy Text

If you are pregnant, you should go to the clinic. Every clinic has a special day for pregnant women. Remember to eat plenty of good food like fish, meat, greens, and fruit. It will keep you healthy, give you good blood and give you a strong, healthy baby. Rest every day. You must not make yourself tired. Don't lift heavy loads.

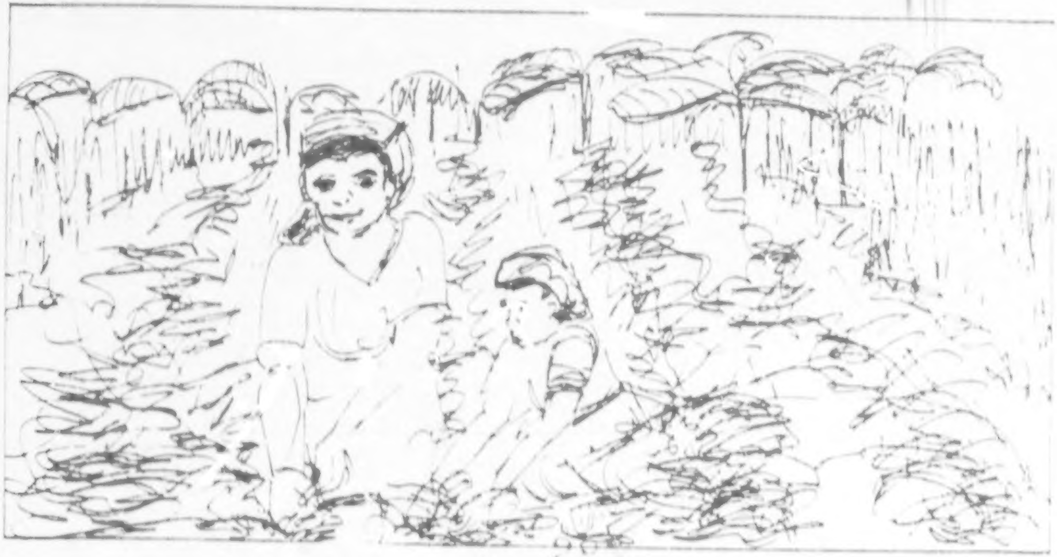
1. If you are pregnant, what should you do?
2. What must you remember?
3. What kinds of foods should you eat?
4. How will the foods help you?
5. How will they help your baby?
6. How often should you rest?
7. Should you carry heavy loads?

LESSON 19

AGRICULTURE

A. DIALOGUE

Parent:	Mɔ na dĭgala mĭ matɛɛla, mɔ ya kōgo mulu_lɛ wo la kɛ mɔ ye gbe kɛla. Kūlalɛni n a fɛ ka sɛ̲nɛya timi jea i_la ani ka labŏye.	We cleared this land with our cutlasses in order to make a garden. Now I want to show you how to plant the seeds and grow the plants.
Child:	Ni ko jɔɔna mĭdɛ kɛla?	What is the first thing I do?
P:	I ye ko jɔɔna mĭ kɛla wo̲ lɛ, i ye sia tilẽni lala ka si sɛ̲nɛ.	First you make a straight row and plant your seeds.
C:	Wa n'a̲i sɛ̲nɛla di?	But how do I plant them?
P:	I y'a̲i bilala dĭga_kɔ̲nɔ, i ye a̲i_ma jã i nyɔ̃ɔ̃ lāla sẽ sibili kɛ̲̄lɛ. O̲ we kɛla i ye ji̲ kɛ a̲i_ka.	You put them in a hole one foot apart. Then you put water on them.
C:	N ka kã ka hakilito a̲i_lɔ?	Do I have to take care of them?
P:	I ka kã ka bĭ bɔ̲ ka duu_lɔ sẽ dawa_lɛ. A we k̄ɛla, i ȳe ji̲ kɛ̲la a̲i_ka lɔtɛ bɛ. N'i ka ko mĭ kɛ, s̄ɛ̲nɛ fẽnu̲ we bŏye.	You must weed and cultivate them with a hoe. You water them every week. If you do these things, they will grow big.
C:	N_kɛtɛ a lɔ̃na di ko a̲i ye bŏyala?	How will I know they are growing?
P:	I kɛtɛ a filẽ yɛ̃na. I bɛ se ka ko mĭ kɛ kulalɛni.	You will see the sprouts. Now, do you think you can do this?
C:	Ĭ, mwa damina.	Yes, let's start.
P:	Dĭga sẽ yano. Si-kɔlɔ sawa bila a_lɔ. Dĭga datũ. Dĭga wɔ̲ɔlɔ s̄ẽ i_kɔ sia tilẽni_ka. Ɔ̲̃-ɔ̲̃, wo̲ foani, ā latilẽ. O̲ kā nyi. Mɔ̄ we pɛlɛ ka ji̲ kɛ a̲ī_ka.	Dig a hole here. Put three seeds in it. Cover the seeds. Now dig six more holes in a row. No, that is crooked, make it straight. Okay. We are ready to water them.
C:	Mɔ kɛtɛ gbe nyumã sɔlɔla.	We will have a good garden.

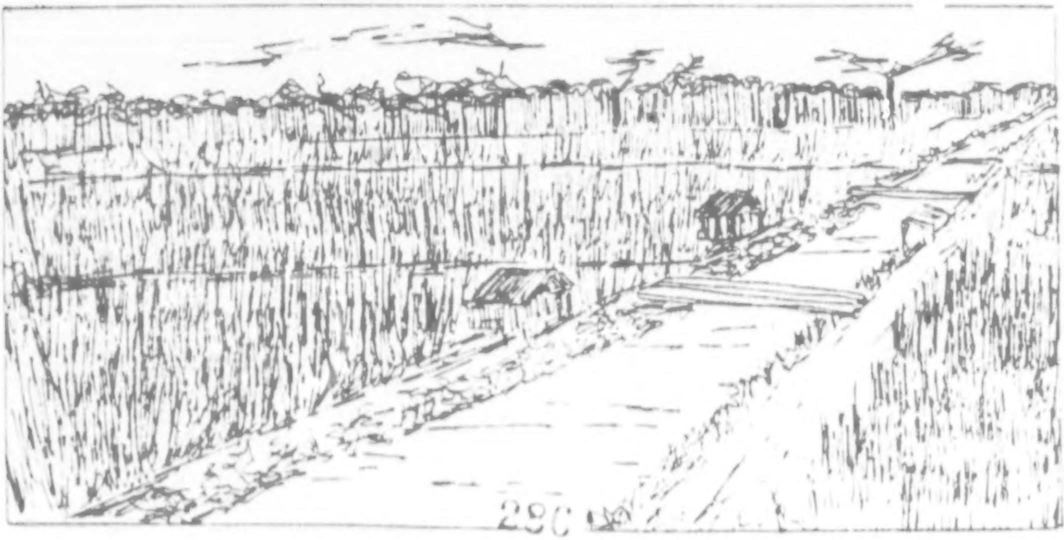


B. TEXT

B.1. Mandingo

Bɔ̲ɔ lɛ sɛ̲nɛ ye kɛla Timi

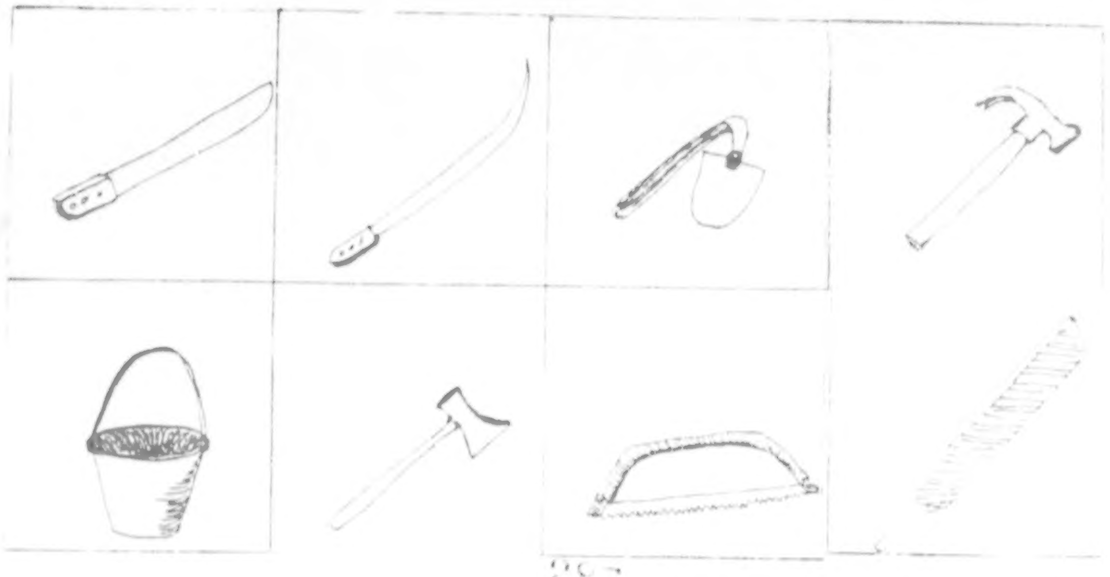
1. Falala kanyani. Yɔ̲lɔ nyini ji̲_ye sã bɛ.
2. I w'a tɛɛla, a we ja̲la, y'a nyini y'a dĩgala_ma tɛɛ ye gbũgbulũlu bɔ̃.
3. Ye dĩga tɛɛ_sɛ̲nɛ lamini_lɔ ka bila kɔba_ma. Wa̲ati we kɛla, ye kɔ boli sia ina falĩ.
4. Ye dũgolõ_na sɛ̲nɛ lamini_lɔ.
5. Ye duu jɛlɛma dawa_lɛ nyawatɛ pelu ka duu lakanya.
6. Ye ma̲lo feleni kula sɛ̲nɛ nyawatɛ mĩ bulu we kɛ fila_lɛ.
7. Wa sɛ̲nɛ na lɔtɛ kɛ̲lɛ we timila i ji̲ kɛ a_kɔlɔ.
8. Ji̲ to a_kɔlɔ wa̲ati bɛ.
9. Ji̲ bɔ̲ a_kɔlɔ wa̲ati mĩ_nɔ, i we kɛla duu jɛlɛmala. I we kɛla, sɛ̲nɛfẽla sɛ̲nɛfẽlabõyebasi kɛ a_kɔlɔ ani lɔtɛ fila ni lɔtɛ sawa we tola ma̲lo kalila.
10. Ji̲ sɛnɛyani kɛ ma̲lo wulito kɔlɔ.
11. I w'a sɛ̲nɛla kalo kɛ̲lɛ̃ we timila, i nato bĩ bɔ̲la n'i bĩ ka kɛ a_kɔlɔ.
12. I we wulila ma̲lo kalila, filabulu ani nisiboo kɛ ma̲logbã_nɔ.
13. Wo̲ kɛla, ji̲ kɛ a_lɔ. Wula kɛ, e tuli ka duu_la mɔ̲ɔya.
14. Ji̲ bɔ̲ a_kɔlɔ, ma̲logbã jɛlɛma bɔɔ_lɔ.
15. Ji̲ kɛ sɛ̲nɛ_lɔ ka fo lɔtɛ fila.
16. Ji̲ bɔ̲. Sɛ̲nɛfẽbõyebasi kɛ yano. Sɛ̲nɛfẽ su gbɛlɛ sɛ̲nɛ.



B.2. English version

SWAMP RICE FARMING

1. Find a level swamp with a year round supply of running water.
2. Cut and burn the bush and clear out the swamps.
3. Dig water ditches around the farm and connect them to the main creek. Change the course of the creek if necessary.
4. Build small walls (bands) around each field.
5. Turn the soil with hoe or shovel and level the field.
6. Plant sprouted seed or young seedling plants.
7. Add water to the planted field after one week.
8. Keep water on the planted fields.
9. Drain the water only for turning the soil, planting, weeding, fertilizing, and two or three weeks before harvest.
10. Keep fresh water on the growing rice.
11. Weed the fields one month after planting and later if needed.
12. After the rice is harvested, cut down the rice straw and add any available grass, leaves, and animal manure.
13. Flood the field to start the straw to rot.
14. Drain the water from the field and turn under the straw.
15. Flood the field for two weeks.
16. Drain the field and add fertilizer and plant the next crop.



LESSON 20

REVIEW LESSON

Just as you have been writing practice exercises to help you learn the new grammar points introduced in lessons 17 through 19, this review lesson will be mostly written by you, following the directions given here. It may also prove helpful if you refer back to the three previous review lessons (5, 10, and 16).

A. TEXT

Use the text as you have in previous lessons for listening, transcribing, and for answering questions.

Ni ba̲alela Phebe Dɔlɔtɔlɔ_la. E dɔlɔtɔlɔ ba Bong County. Dɔlɔtɔlɔ lɛ n lɛ lɛ mĩ ye lakɔlidɛ̃nu̲ ka̲lãna basi dila. N fana ye hakilitola lakɔlidɛ̃nu̲_lɔ dɔlɔtɔlɔ_la. Wu la kɛ a̲i fana y'a̲i hakilito jãgalotolu̲_lɔ. A̲i ye hakilitola kɔ̲nɔmalu̲_lɔ ani jãgalobatolu̲_lɔ. Jãgalo mí ye jãgalobatolu̲_la a lɛ lɛ sɔsɔ, nɛnɛ gbani ani saawemɔɔcina. Jãgalobato we nala dɔlɔtɔlɔ_la a ba̲lamɔɔlu̲ ye na a_fɛ. Ni lɔjala ka kɛ lakɔlikalamɔɔ nyumã lɛ kamasɔlɔ n a fɛ na lakɔlidɛ̃nu ye kɛ dɔlɔtɔlɔ nyumã lɛ.

Ni a fo̲la na lakɔlidɛ̃nu̲_ye, a̲i ka kã k'a̲i lɔja kamasɔlɔ a̲i lɛ kɛtɛ mɔ̲ɔlu̲ lakɛnɛyala ani k'a̲i lakisi.

1. E ba̲alela mĩni?
2. E mĩdɛ kɛla?
3. Jãgalo mĩdɛ ye a̲i_la?
4. Mĩdɛ ya kɛla lakɔlidɛ̃nu̲ ya ba̲ale ba kɛla?
5. Lakɔlidɛ̃nu̲ ye mĩdɛ kɛla?
6. Lakɔlidɛ̃nu̲ ye hakilitola jɛnɛ_lɔ?
7. Jɛnɛ ye nala jãgaloto_fɛ?
8. Mĩdɛlɔ e lɔjala ka kɛ lakɔlikalamɔɔ nyumã lɛ?
9. E mĩdɛ fo̲la aya lakɔlidɛ̃nu̲_ye?
10. Mĩdɛlɔ e a fo̲la?

B. TRANSLATION INTO ENGLISH

You may complete this section in one of three ways:

1. Randomly choose 20 sentences from the readings and dialogues in Lessons 17 through 19 and translate them into English. You can check these for correctness against the English translation provided in the book.
2. Have your tutor think of 20 sentences and either write them down for you or recite them to you and have you transcribe them. The latter will give you more experience in transcription. If you use this option it is important that you have your tutor make up sentences that pertain to the subjects in lessons 17 - 19.
3. Obtain 10 sentences from method 1 and 10 from method 2.

C. TRANSLATION INTO MANDINGO

1. The farmers will burn the brush before they plant the rice.
2. The women plant the swamp rice with a stick.
3. The doctor gave the baby a shot.
4. My arm and my head hurt.
5. Sick people should go to the hospital.
6. The old man has a fever.
7. The tailor cut himself with scissors.
8. How long have you been sick?
9. First we must dig a hole.
10. After we do that, we put the seed in the hole.
11. The farmers can sell coffee and tobacco.
12. The row is crooked.
13. When the dry season ends, the farmers plant the seeds.
14. Some people use nets to catch fish.
15. We will have lots of food to eat and to sell.

D. QUESTIONS TO ANSWER

Either have your tutor translate the questions into Mandingo or try to translate the questions into Mandingo yourself. Check your translations with your tutor and then respond to the questions.

1. How does the farmer clear his field?
2. If you are sick, what should you do?
3. Why are you sad?
4. First you cut the brush away, then what do you do?
5. If you have worms, what should you do?
6. How do you dig a hole?
7. What do you do with a cutlass?
8. How do you catch rice birds?
9. Who chases the rice birds away from the rice?
10. Why do farmers use fertilizer and insecticides?
11. When does the rice get ripe?
12. Who weeds the gardens?
13. How are you? (How is your body?)
14. What will happen if you do not take your medicine?
15. What serious illnesses are found in Liberia?
16. Where do you hurt?
17. Are you coughing blood?
18. Do you have runny belly (diarrhea)?
19. Did you break your arm?
20. Will you have to stay in bed and rest for awhile?

E. VOCABULARY

Go through your vocabulary items for lessons 17 - 19 and randomly choose ten items. Define each of the words and then use them in a sentence. Try to pick items that you use less often.

ANSWERS

A. TEXT

I work at Phebe Hospital. It is the biggest hospital in Bong County. I am a nurse. I teach students about medicine. I also supervise the students in the clinics where they take care of patients. They care for pregnant women and also sick people. These sick people may have TB, malaria, or snake bite. If a sick person comes to the hospital his family comes with him. I try to be a good teacher in order to help my students to be good nurses. I tell my students that they must try because they will keep people alive and make them better.

1. Where does she work?
2. What does she do?
3. What diseases do people have?
4. Why should students work hard?
5. What do students do?
6. Who do students take care of?
7. Who comes with a patient?
8. Why does she try to be a good teacher?
9. What does she tell her students?
10. Why does she say that?

APPENDIX